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ABSTRACT

This final report discusses the outcomes of a project that developed, demonstrated, evaluated, and disseminated information about a specialized inservice training model to prepare early interventionists, special education teachers, and related service personnel to provide family-centered programming to infants, toddlers, and preschoolers who are deaf or hard of hearing and their families. The project was centered around ten objectives which were developed into a state-of-the-art inservice course, supporting training materials, and an innovative instructional delivery system. The inservice course was specifically designed for practicing professionals and paraprofessionals and was presented in ten learning modules that used two-way audio conferencing, videodisc technology, printed material, and videotape material. Project evaluations indicate that participants felt the course was an effective way to acquire skills and information to aid them in serving this population. Participants with strong training and/or experience in working with deaf or hard of hearing individuals evaluated the course as giving them new tools for use in their work with infants, children and families in homes and natural settings. The report describes the training model, the activities and participants, the evaluation findings, and the project's impact. Accompanying materials include evaluations of the effectiveness of the project. (Contains 41 references.) (CR)

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ED 460 457

Providing Accessible Statewide Inservice Training for Practicing Professionals and Paraprofessionals Working with Infants, Toddlers, and Preschoolers Who Are Deaf or Hard of Hearing and Their Families

SKI•HI Distance Education Project

FINAL REPORT

U.S. Department of Education
Office of Special Education and Rehabilitative Services
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II. ABSTRACT

SKI•HI Distance Education Project

Providing Accessible Statewide Inservice Training for Practicing Professionals and Paraprofessionals Working with Infants, Toddlers, and Preschoolers Who Are Deaf or Hard of Hearing and Their Families

A Model Inservice Project of the Office of Special Education and Rehabilitative Services

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This project developed, demonstrated, evaluated, and disseminated information about a specialized inservice training model stressing accessibility to early interventionists, special education teachers, and related service personnel serving children with special needs. The course training materials and content were presented through distance education technology and procedures.

The project was centered around ten objectives which developed a state-of-the-art inservice course, supporting training materials, and an innovative instructional delivery system that was accessible by a large population. Project personnel demonstrated and evaluated all aspects of the project and followed a dissemination plan to distribute project information nationally.

The inservice course was specifically designed for practicing professionals and paraprofessionals and was presented in ten learning modules using two-way audio conferencing, videodisc technology, printed material, and videotape material.

The overall purpose of the project was to develop a new, innovative inservice training model to prepare professionals and paraprofessionals to provide family-centered programming to infants, toddlers, and preschoolers who are deaf or hard of hearing and their families. Project personnel feel strongly that this purpose and the project objectives were met.

Project evaluations indicate that participants felt this course was an effective way to acquire skills and information to help them serve this population. Participants had a wide range of backgrounds. Many had strong training and/or experience in working with individuals who were deaf or hard of hearing. These participants felt that the course had given them new tools for use in their work with infants, young children and families in homes and other natural settings. Others were early intervention/early childhood professionals and paraprofessionals with no background in hearing loss. This project provided these individuals with information on the needs of children with a hearing loss and their families. It helped them learn about available resources and support services. Project staff believe that this is a significant contribution to improving services in this field.

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IV. PROJECT GOAL AND OBJECTIVES

The goal of this project was to develop, demonstrate, evaluate, and disseminate a new inservice training model and materials for professionals and paraprofessionals serving young children who are deaf or hard of hearing and their families.

In order to accomplish this goal, the project had the following ten objectives:

1. Develop the course content for the inservice training model, including instructions and activities related to children who may be from cultural, linguistic, or racial minority groups.
2. Develop training materials to accompany the inservice course.
3. Develop an instructional delivery system using distance education technology and procedures to deliver the inservice training course.
4. Develop a system of collaborating with statewide coordinators of birth-through-five programs to ensure accessibility for practicing professionals and paraprofessionals from all demographic groups.
5. Demonstrate the inservice training model at the Project Site (Utah); survey those participating in the demonstration; revise the inservice course, presentations, and materials.
6. Demonstrate the revised inservice training model within a statewide Demonstration Site (Ohio).
7. Evaluate the inservice training model, including the course content, presentations, accompanying materials, accessibility, and efficacy of using distance education technology and procedures.

8. Evaluate participants' skills through direct assessment both immediately following the training and over time.
9. Disseminate the new inservice training model to multiple sites within the Demonstration State (Ohio).
10. Disseminate results and make available the newly developed inservice training model to all states and interested territories, thereby building their local capacity to prepare professionals and paraprofessionals working with children with low incidence disabilities.

V. CONCEPTUAL FRAMEWORK

This project was based on the recognition of two crucial areas of need in early intervention and on the promise of distance education as a way to provide inservice training to personnel working to meet these needs. These two areas of need and some advantages of distance education are described below. Figure 1 on page 7 shows the conceptual framework and Figure 2 on page 8 shows the conceptual design of this project.

The Impact of a Hearing Loss on Child and Family and the Resulting Intervention Needs

The first of the two areas of need is the fact that infants, toddlers, and preschoolers who are deaf or hard of hearing manifest a critical need for early specialized intervention in order to ameliorate the potentially damaging effects of hearing loss to the child's social, cognitive, linguistic, communicative, pre-academic and academic development (Folsom, 1990; Marlowe, 1994; Mauk, Barringer, & Mauk, 1995; McAnnally, Rose, & Quigley, 1987; McFarland & Simmons, 1980; Meadow, 1980; Moores, 1987; National Institutes of Health, 1993; Sanders, 1988; Seyfried, Hutchinson, & Smith, 1989).

These children and their families require and can greatly benefit from effective and appropriate early intervention. A number of writers cite significant potential benefits in language and communication skill development, cognitive ability, social-emotional development, academic achievement, increased earnings when the children reach adulthood, and support of the entire family (Apuzzo & Yoshinaga-Itano, 1995; Bailey & Simeonsson, 1988; Brackett, 1993; Clark & Terry, 1995; Diefendorf, 1996; Downs, 1993; First & Palfrey, 1994; Glover, Watkins, Pittman, Johnson, & Barringer, 1994; Goldberg, 1996; Joint Committee of the American Speech-

Language-Hearing Association and the Council on Education of the Deaf, 1994; Leigh, 1993; Levitt, McGarr, & Geffner, 1987; Mauk, Barringer, & Mauk, 1996; Moeller, Watkins, & Schow, 1996; Northern & Hayes, 1994; Nozza, 1996; Watkins, 1987; Yoshinaga-Itano, 1995).

Specialized Training Needs of Early Intervention, Preschool, and Related Services Personnel in Order to Fulfill the Early Intervention Needs

The second area of need is that in many cases, the personnel serving very young children who are deaf or hard of hearing and their families often have little or no training in how to serve the unique needs of these children, and have had difficulty accessing the specialized training they need. Nationally, educators in the field of early childhood special education have been examining the current status of personnel preparation and concluding that personnel certification standards and personnel preparation programs do not reflect the training called for by the expansion of this field and its knowledge base (Bricker & Slenz, cited in McCollum, 1987; Division for Early Childhood, 1994). The needs of infants and toddlers with disabilities, including sensory impairments, have created many challenges for service providers (Bruder & Bologna, 1993). In response, there has been strong focus on personnel development issues and needs (Brown & Rule, 1993; Kontos & File, 1993). In academic education and training programs for special education and other related professions, often there is little time devoted to infants, toddlers, or families (Bailey, Palsha, & Huntington, 1990; Bailey, Simeonsson, Yoder, & Huntington, 1990; Hanson & Lovett,1992; Hebbeler, 1994). Because of a shortage of early intervention personnel, many programs have turned to inservice training to help staff develop the skills necessary to implement service delivery (Bruder & Nikitas, 1992).

In the area of hearing impairment, many service providers who are being directed to provide services to infants, toddlers, and preschoolers and their families are early intervention and early childhood specialists who have not had an opportunity to obtain training or experience with hearing loss. Even individuals who do have academic background and experience in hearing impairment may not have worked with the birth-to-five population or in home/child care/preschool settings. In addition, many early interventionists are the only staff member in their agency working in this capacity and have minimal mentoring or consultative opportunities, or are in a rural area with minimal professional and paraprofessional support or resource/training opportunities. The low incidence of hearing impairment adds to the possibility of isolation for providers of services in this field. A nationwide survey of professionals currently providing early intervention services to children with hearing impairments revealed a serious concern regarding lack of specialized training for infant-toddler and preschool specialists (Roush, Harrison, & Palsha, 1991).

Distance Education as a Viable Way to Meet Specialized Training Needs of Professionals and Paraprofessionals

This project also was based on the advantages of distance education approaches as a viable format for inservice training. Advantages and challenges of distance education are discussed extensively in the literature (Willis, 1992; Wolcott, 1994). Willis (1992) describes some of the advantages in this way:

> The challenges posed by distance teaching are countered by opportunities to reach a wider student audience; to meet the needs of students who are unable to attend on-campus classes; to involve outside speakers who would otherwise be unavailable; and to link students from different social, cultural, economic, and experiential backgrounds. Many teachers feel the opportunities offered by

> distance education outweigh the obstacles. In fact, instructors often comment that the focused preparation required by distance teaching improves their overall teaching ability and empathy for their students. (p.1)

This project, therefore, sought to develop, demonstrate, evaluate, and disseminate a new distance-based inservice training model and materials for professionals and paraprofessionals serving infants and young children who are deaf or hard of hearing and their families. It sought to make this training very accessible and to present state-of-the-art training content and materials that would be compatible with the distance approach and meet participants' training content needs. Expected outcomes included a fully developed course and training model, wide dissemination of project results, and a model that would be replicable nationally. The course is fully developed and tested, and is ready to be used to provide needed training across the country.

Figure 1

CONCEPTUAL FRAMEWORK

Impact of Hearing Impairment on the Young Child and the Family

→

Child's and Family's Need for Early, Appropriate, Family-Centered Intervention

→

Need for Effective, Accessible Training for Personnel Serving These

→

SKI•HI ACCESSIBLE INSERVICE TRAINING

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Figure 2

CONCEPTUAL DESIGN

Needs: Early Childhood Professionals & Paraprofessionals

- Isolated
- Release time
- Travel restrictions
- Background preparation
- Serving deaf children
- Low incidence disability
- Motivated to receive training
- Cultural, linguistic, or racial issues

Changes Required

- Specialized training enabling delivery of quality services
- Access to training
- Practical format of training
- Networking with other early interventionists
- Availability of training in family-centered instruction
- Certification

Solutions

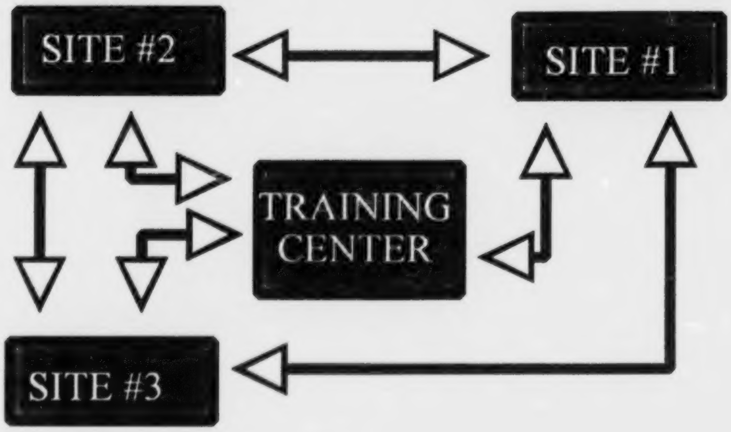
- Effective Inservice Training Model based on proven content via distance education
- Training materials to support instruction
- Development of distance education as practical, accessible, and useable method of delivering specialized training
- Wide dissemination of project results to raise public and professional awareness of availability of Inservice Training Model
- Develop strong network of practitioners in early intervention for children with special needs

Outcomes

- Effectively trained service providers
- Families with infants, toddlers, preschoolers who are deaf or hard of hearing receiving appropriate services
- Expansion of distance education as viable option for agencies and service providers in special education to acquire needed information and skills
- Quantity and quality of persons trained to serve infants, toddlers, and preschoolers with special needs improved
- National Education Goal 1 enhanced because more children with deafness will enter school ready to learn
- Children with deafness and their families acquiring skills necessary to become productive students and citizens.

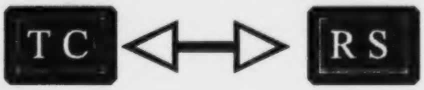
Figure 3

SKI•HI INSERVICE TRAINING COMMUNICATION SCHEMATIC



LEGEND:

Training Center* to *Remote Site* and *Remote Site* to *Remote Site
2-way audio communication line by telephone conference call



TECHNICAL REQUIREMENTS:

Remote Site:
1) Speaker telephone with mute button and volume control
2) Audio bridge for 2-way transmit and receive

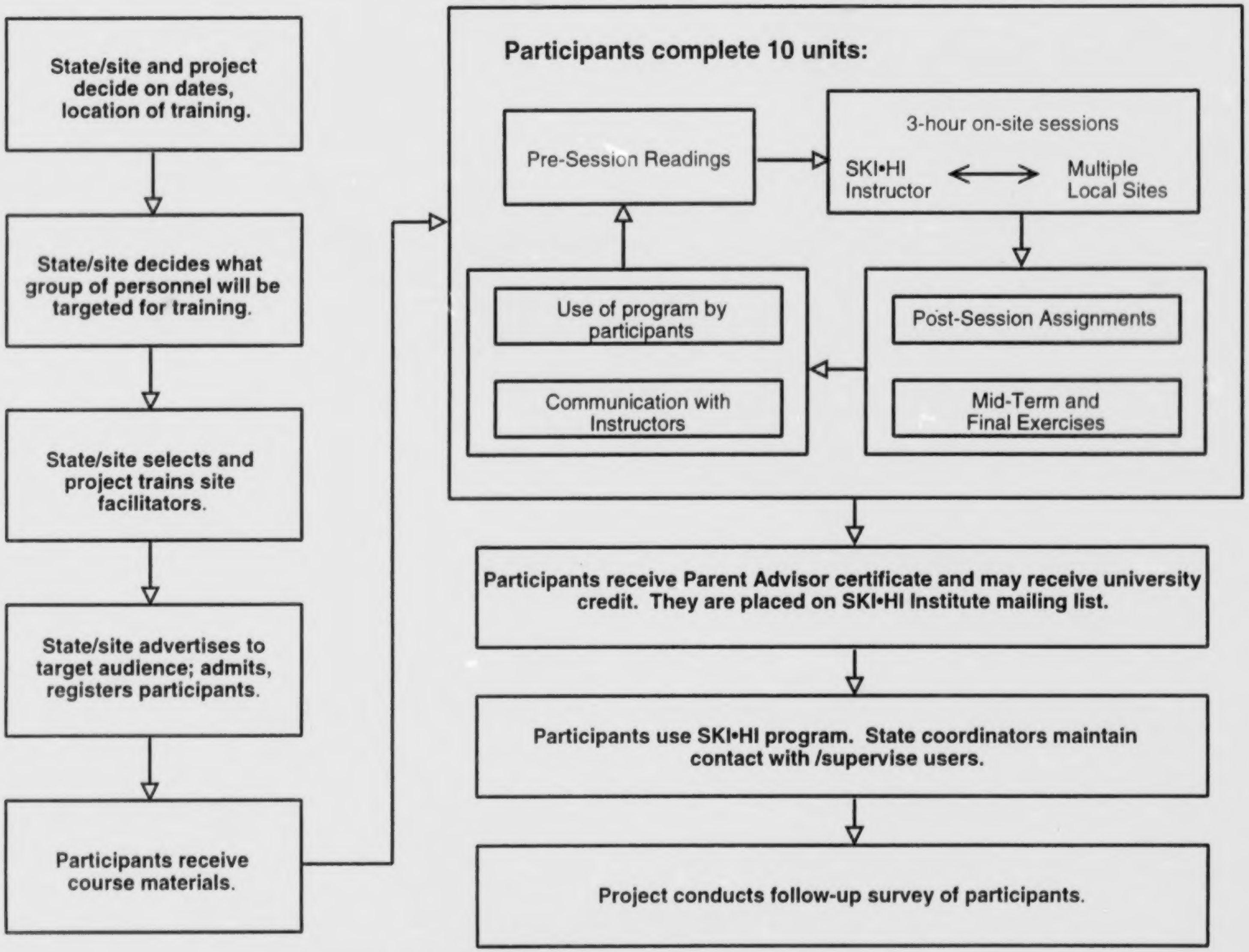
TECHNICAL RECOMMENDATIONS:

Remote Site:
1) Speakers to amplify signal from telephone speaker
2) Microphone to allow all participants to easily contribute to discussions

REMOTE SITE CONFIGURATION:

- Speaker Telephone
- Video Tape Player
- Videodisc Player
- Monitor (1 for every 15 participants)
- Switch for easy transfer between video disc and videotape (may be inside the monitor or separate switch box)
- Flip chart and markers
- Movable chairs and tables for participants
- Table for display of materials
- Space for group learning activities
- Flexibility of room arrangement to accommodate participants with special needs

Figure 4 **SKI•HI ACCESSIBLE INSERVICE TRAINING MODEL**


State/site and project decide on dates, location of training.
State/site decides what group of personnel will be targeted for training.
State/site selects and project trains site facilitators.
State/site advertises to target audience; admits, registers participants.
Participants receive course materials.
Participants complete 10 units:
Pre-Session Readings
3-hour on-site sessions
SKI•HI Instructor
Multiple Local Sites
Use of program by participants
Communication with Instructors
Post-Session Assignments
Mid-Term and Final Exercises
Participants receive Parent Advisor certificate and may receive university credit. They are placed on SKI•HI Institute mailing list.
Participants use SKI•HI program. State coordinators maintain contact with /supervise users.
Project conducts follow-up survey of participants.

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VI. DESCRIPTION OF THE INSERVICE TRAINING MODEL, ACTIVITIES, AND PARTICIPANTS

Inservice Training Model

The training model includes the following **prerequisites**:

1. Personnel needing and desiring training in early intervention with families of infants, toddlers, and preschoolers who are deaf or hard of hearing.
2. Administrative support for these personnel to take part in the training.
3. A location available for course sessions and containing or willing to obtain the equipment needed for the course (see Figure 3, page 9).
4. A Site Facilitator for each site who has, at minimum, training or experiential background in hearing loss and preferably training and experience with the SKI•HI program.
5. An organizational structure at the state, regional, or local level to handle site selection, advertisement, participant selection and registration, materials support, and administrative concerns such as remuneration and support of site facilitators and arrangement and processing of state-required certification paperwork.

The inservice training model includes the following **components**:

1. **Ten units** containing readings, on-site sessions, home assignments, a mid-term exercise, and a final exercise. The content of the 10 units is described in Section VI-Activities, Objective 1, on page 13.
2. **Materials**:
    a. SKI•HI Resource Manual (2 volumes).

b. SKI•HI Distance Education Binder, containing general course information plus a section for each of the 10 units. These unit chapters contain (1) objectives for the unit with activities which will help the participant accomplish these objectives; (2) readings with optional self-tests that indicate the participant's understanding; (3) guidesheets that support the on-site session; (4) activity sheets used with learning activities during the session; (5) guidelines for several home assignment options, from which the participant chooses one per unit; (6) guidelines for several mid-term assignment options, from which the participant chooses one; and (7) guidelines for the final application exercise, which is completed in groups during the tenth (last) session.

3. **A SKI•HI instructor** at a distant site who provides instruction, answers questions, keeps all sites on a coordinated schedule during the session, reviews/grades home assignments, and maintains coordination with state/regional coordinators and local site facilitators.

4. **A local site facilitator** at each site, who provides support to participants, shares expertise, facilitates all learning activities, operates videodisc and videotape and monitors all other technical and logistical components, makes adjustments as needed in the local site during sessions, monitors attendance, collects home assignments, reports status and problems to the state coordinator and the SKI•HI Instructor, and maintains communication with these entities.

Figure 4 on page 10 illustrates the flow of this training model. Figure 3 on page 9 illustrates the communication among sites and the configuration of the local training sites.

Participants

The participants in the course were professionals and paraprofessionals in Ohio and Utah and included the following:

1. Teachers of the Deaf
2. Early Intervention Specialists
3. Audiologists
4. Speech-Language Pathologists
5. Teachers' Aides
6. Directors of Early Intervention and Early Childhood Programs
7. Psychologist
8. Regular Education Teachers
9. Coordinators of State-Level Programs

These participants were employed by a variety of agencies:

1. Statewide program operated by the Utah State School for the Deaf
2. Programs operated by Special Education Regional Resource Centers (SERRCS) in Ohio
3. School district programs
4. A child care center providing services to children who are deaf or hard of hearing

Activities

The following discussion gives each of the 10 objectives of the project, with a description of the activities carried out to accomplish the objective.

Objective 1. Develop the course content for the inservice training model, including instructions and activities related to children who may be from cultural, linguistic, or racial minority groups.

Initially, a course outline was developed for the 10 units. The content, presentation guides, and student assignments were developed and sent to evaluators. SKI•HI National Trainers helped with suggestions for content and activities while attending a training conference in Jan. 1995. After the course was taught for the first time, in 1996, the organization of the content was modified based on that experience. The revised Course Content Units with their objectives include:

Unit 1: Overview and Introduction to the SKI•HI Program and its Family-Centered Principles

1. Discuss the role and focus of the SKI•HI Program in the area of early intervention

   Activities:

   * Answering questions on the short-answer study guide for the pre-session reading assignment on the SKI•HI Program from the article "SKI•HI Home Intervention for Families with Infants, Toddlers, and Preschool Children who are Deaf or Hard of Hearing."
   * Participating in an in-session discussion about the role and focus of SKI•HI.
   * Assignment.

2. Describe the roles and characteristics of a parent advisor in SKI•HI Programming.

   Activities:

   * Answering questions on the short-answer study guide for the pre-session reading assignment in the (a) SKI•HI Resource Manual, and (b) The Art of Home Visiting.

* Analyzing a video tape of a parent advisor, parent, and child in a home visit, and participating in a related session discussion of roles and characteristics of an effective parent advisor.
* Assignment.

3. Discuss and demonstrate ways in which family-professional partnership and cultural sensitivity can be present in all aspects of a SKI•HI early intervention program.

Activities:

* Answering questions on the short-answer study guide for the pre-session reading assignment in (a) the SKI•HI Resource Manual, and (b) the SKI•HI Institute Core Resource chapter 1 and 6.
* Participating in a multi-site guided discussion of partnershipping.
* Participating in an in-session group activity brainstorming application of partnership on the job.
* Participating in an in-session activity relating to cultural sensitivity.
* Analyzing and discussing videodisc clips of family-focused interviewing.
* Participating in a scripted role play activity on the Family Focused Interview.
* Choosing to complete the post-session assignment option of conducting a family focused interview with a family and, jointly with the family, reporting the experience.
* Assignment.

4. Discuss the SKI•HI approach to teaming, family involvement, record keeping, and development of home visit plans.

Activities:

* Answering questions on the short-answer study guide for the pre-session reading assignment on information gathering, goal-setting, developing and implementing the Individualized Family Service Plan (IFSP), teaming, and planning and implementing home visit plans.

- Answering questions on the short-answer study guide for the pre-session reading assignment Family Involvement in Early Intervention: Accepting the Unchangeable, Changing the Changeable, and Knowing the Difference.
- Assignment.

Unit 2: Family-Centered Practices, Part 2: Getting Started, Helping Families Understand and Appreciate Their Child and Deafness, Psycho-Emotional Issues

1. Demonstrate understanding of getting started with SKI•HI early home intervention programming with families.

   Activities:

   - Reading the pre-session reading assignment in the SKI•HI Resource Manual, pages 151-163, and answering questions on the group activity sheet relating to getting started.
   - Participating in session group activity of brainstorming approaches to getting started with particular families.
   - Choosing and completing a home assignment of using strategies for getting started with a new family and writing summary and commentary on the experience.

2. Discuss factors in helping families understand and appreciate their child and deafness.

   Activities:

   - Reading three pre-session reading assignments: pages 153-155 in the SKI•HI Resource Manual, Chapter 4 of the SKI•HI Institute Core Resource entitled "Being sensitive to and appreciative of the child," and an article entitled "Taking Back Our Rights," and writing reactions to the readings.
   - Participating in session group activities relating to the topic.
   - Choosing and completing one of two experiential home assignment choices which assist in understanding and appreciating deafness.

3. Discuss ways in which the SKI•HI program can help provide psycho-emotional support to families.

Activities

- Reading the pre-session reading assignment in the SKI•HI Resource Manual, pages 164-181.
- Participating in an in-session scripted role play activity in which participants will decide on appropriate ways to approach psycho-emotional support to a particular family.
- Choosing and completing a home assignment choice of delivering one of the SKI•HI psycho-emotional topics and writing summary and commentary on the experience.

Unit 3: The Need for Early Identification Communication Interaction in the Family

1. Demonstrate understanding of the importance of early identification and of current national recommendations relating to this need.

Activities:

- Answering questions on the short-answer study guide for the pre-session reading assignment in "Seizing the Moment, Setting the Stage, and Serving the Future: Toward Collaborative Models of Early Identification and Early Intervention Services for Children Born with Hearing Loss and Their Families Part I and II."
- Participating in an in-session discussion of early identification.
- Viewing video "Giving Your Baby a Sound Beginning."

2. Demonstrate an understanding of the SKI•HI Communication Program, its purpose and overall organization.

Activities:

- Answering questions on the short-answer study guide for the pre-session reading assignment from the SKI•HI Manual.
- Participating in an in-session discussion of SKI•HI Communication Program.

3. Be familiar with the content of the SKI•HI Communication Interaction Topics, know strategies for addressing them with families, and be able to select appropriate communication interaction topics with the children and families that they serve.

   Activities:

   * Answering questions on the short-answer study guide for the pre-session reading assignment in the SKI•HI Manual.

   * Participating in a practicum for teaching a communication skill.

   * Participating in discussions of ways of application with families that they are serving.

   * Viewing, analyzing, and discussing video tapes of home visits and parent-child interactions.

   * Selecting and completing one of the home assignments relating to planning and delivering a SKI•HI communication topic.

4. Use the SKI•HI process for gathering information about parent and child interactions and employing that information to determine direction of programming.

   Activities:

   * Answering questions on the short-answer study guide for the pre-session reading assignment in the SKI•HI Manual.

   * Viewing video tape of a family and using SKI•HI communication interaction forms.

   * Participating in group activity to choose and plan the presentation of an appropriate communication topic.

   * Selecting and completing a home assignment of completing SKI•HI communication interaction forms with a family.

Unit 4: Hearing, Evaluation of Hearing, Hearing Aids

1. Demonstrate understanding of the SKI•HI Home Hearing Aid Resources.

   Activities:

   a. Answering questions on the short-answer study guide for the pre-session reading assignment in the SKI•HI Resource Manual, pages 183-187.

b. Answering questions on the short-answer graphic organizer during the learning session.

c. Participating in a group learning activity of generating and sharing ideas on how to make the home hearing aid resources understandable for families, using specific family descriptions.

d. Choosing the option for experienced participants of preparing and conducting a presentation on one of the hearing aid topics.

e. Completing one of the post-session assignments.

2. Demonstrate the ability to explain an audiogram and discuss the information it can provide.

Activities:

a. Participation in a small-group discussion activity of looking at a graphic representation comparing frequencies and intensities of environmental and speech sounds on an audiogram form, then answering questions relating to this audiogram.

b. Choosing a home assignment option of planning a discussion of the topic with a family.

3. Demonstrate the ability to explain the importance of consistent amplification and to assist parents with problem situations concerning hearing loss and hearing aids.

Activities:

a. Answering a series of questions related to the pre-session reading.

b. Participating in a group learning activity of generating and sharing ideas on how to make the hearing aid resources understandable for families.

c. Choosing a home assignment of working in partnership with a family to plan audiological testing of their child.

4. Demonstrate the ability to provide a basic explanation of hearing aids and their care.

Activities:

4. Demonstrate the ability to provide a basic explanation of hearing aids and their care.

   Activities:

   a. Participation in an in-session practicum activity where participants have hands-on experience with hearing aids, including a listening check and explaining hearing aids to another participant.

   b. Choosing a home assignment option of planning a discussion of the topic with a family.

Unit 5: Review Hearing Aid Practicum, Auditory Development and Training

1. Participants will practice in the skill areas of reading and interpreting audiograms, identifying parts and functions of a hearing aid, and doing a daily listening check.

   * Participation in hearing aid review practicum

2. Participants will understand the ways in which they can assist family members in encouraging the child to attend to environmental sounds and to vocalize.

   * Pre-session reading assignment

   * Brainstorming activity

3. Participants will explore ways of assisting families in helping the child recognize and locate objects and events from their sound source and to vocalize with inflection.

   * Pre-session reading assignment

   * Discussion

   * Brainstorming activity

4. Participants will be introduced to strategies that will increase their ability to aid family members in assisting the child in locating sound sources at increased distances and different levels and in producing vowels and consonants.

   * Pre-session reading assignment

   * Participation in small group activities

- Viewing video demonstrations

5. Participants will receive instruction that will assist them in offering families suggestions in helping children in the environmental discrimination and comprehension of sounds, the discrimination and comprehension of vocal sounds, the discrimination and comprehension of speech sounds, and speech use.
   - Pre-session reading assignment
   - Participation in large group activity
   - Role-playing in small groups

Unit 6: Communication Methodologies

1. Participants will understand their role in assisting family members in making a communication/language methodology choice.
   - Pre-session reading assignment
   - Discussion
   - Brainstorming activity
   - Sharing with participants at other sites
   - Home assignment

2. Participants will explore ways they can aid family members in looking at the major educational methodologies for children who are deaf or hard of hearing through use of the SKI•HI resources.
   - Pre-session reading assignment
   - Discussion
   - Video tapes
   - Scenarios
   - Home assignment

3. Participants will gain strategies to assist family members in looking at the languages the child will need and use, and the cultures to which the child will belong through the use of language.
   - Pre-session reading assignment
   - Video tapes
   - Discussion
   - Home assignment

Unit 7: Language Development and Facilitation, Part I: Aural-Oralism

1. Participants will receive an overview of basic skills of aural-oralism presented in the SKI•HI resources.

   Activities:
   - Pre-session reading assignment.
   - Session discussions, including guest who is deaf.
   - Post-session assignment choices.

2. Participants will understand the use of conversational aural-oral strategies which facilitate the young child's development of language.

   Activities:
   - Pre-session reading assignment.
   - Video observation of conversational aural-oral strategies being used and in-class small group discussion of the strategies.
   - Session discussions.
   - Post-session assignment choices.

3. Participants will explore the utilization of daily interactions and experiences to increase the child's vocabulary and build language concepts.

   Activities:
   - Pre-session reading assignment.

- Discussion and application of topic information with course participants.
- Post-session assignment choices.

Unit 8: Language Development and Facilitation; Part 2: Total Communication

1. Participants will receive an overview of basic skills of Total Communication presented in the SKI•HI resources.

   Activities:
   - Pre-session reading assignment.
   - Session discussion.
   - Home-study assignment choice.

2. Participants will understand the use of conversational Total Communication strategies used in daily interactions and experiences.

   Activities:
   - Pre-session reading assignment.
   - Video observation of conversational Total Communication strategies being used and in-class group discussion of practical application.
   - Home-study assignment choice.

3. Participants will receive introduction to concepts in development of signing skills, gestures, baby signs, and true signs as presented in the SKI•HI resources.

   Activities:
   - Pre-session reading assignment.
   - Home-study assignment choice.

4. Participants will be introduced to strategies to increase consistency and effectiveness of total communication use.

   Activities:
   - Pre-session reading assignment.

* In-class activity and discussion.
* Home-study assignment choice.

Unit 9: Language Development and Facilitation; Part 3: Bilingual-Biculturalism, Deaf Mentoring, American Sign Language

1. Participants will understand the use of conversational ASL strategies which facilitate the young child's development of language.

   Activities:

   * Discussion and adaptation of Total Communication Resource information for use with ASL. In-class application of use of topic adaptations with families.
   * Pre-session reading assignment.

2. Participants will understand the use of conversational ASL strategies in daily interactions and experiences and how this might be conveyed to hearing families.

   Activities:

   * Discussion and adaptation of Total Communication Resource information for use with ASL. In-class application of use of topic adaptations with families.
   * Video observation of conversational ASL strategies being used.

3. Participants will receive an introduction to bilingual-biculturalism as it relates to deaf children.

   Activities:

   * Pre-session reading assignment.
   * In-session discussion.

4. Participants will receive an introduction to Deaf Mentoring and collaboration of Parent Advisor/Deaf adult to facilitate the use of ASL in the home.

   Activities:

   * Pre-session reading assignment.

* Video tape observation of Deaf Mentors working with families and joint visit between Parent Advisors and Deaf adults.
* In-session discussion.
* Videotaped suggestions from Parent Advisors.

5. Participants will receive a basic understanding of ASL foundations.

Activities:

* Pre-session reading assignment.
* Video tape observation of basic ASL foundations.

6. Participants will expand their understanding of Deaf Culture and the place of ASL within it in order to more fully inform hearing families.

* Pre-session reading assignment.
* In-session discussion.
* Post-session home assignment.

Unit 10: Gathering, Reporting, and Using Information: Application of the SKI•HI Program

1. Participants will understand the SKI•HI approach to information gathering, sharing, and use.

* Pre-session reading assignment
* In-session discussions in preparation for final application activity

2. Participants will employ information and skills to complete an IFSP form, a SKI•HI Data Sheet, and a SKI•HI Home Visit Plan.

* In-session final application activity

Great care was taken during the development of the course content and activities to consider needs of children and families who might be from cultural, linguistic, or racial minority groups. Video demonstrations and interviews with families included culturally diverse examples.

Cultural competence in programming and appreciation of cultural values and beliefs were acknowledged in all aspects of the content development and were discussed in the sessions.

Objective 2. Develop training materials to accompany the inservice course.

During year 1 specific and measurable training objectives were identified and written. Training materials for unit 1 were developed and sent to evaluators. Christine Macfarlane, Ph.D., a professional consultant from Iowa spent 1-1/2 days with project staff reviewing the course design and materials. She gave the project team valuable feedback on the materials and general course development information.

Materials to accompany the course were organized into binders for participants according to the 10 units of the course. Each content unit contained:

1. a packet of pre-session information and material including unit objectives and how they can be met, reading assignments, and a self-quiz on the pre-reading assignments.
2. a session packet including session notes, areas for note taking, interactive exercises, and questions for class discussion.
3. a post-session packet containing class assignments for activities in working with families and a unit review.

The unit sections were color coded to make them easier and more convenient to find and use. Each section contains icons to represent writing exercises, reading exercises, and important key concepts. Specific areas for note-taking are included. The binder also contains general instructions for use of the materials.

A complete script of the each of the sessions was provided to the site facilitators and the instructor to be used as a guide for content presentation and pacing during the session. Site facilitators were given information on getting the most out of the videotapes and video clips on the videodisc. Appendix 1 contains a sample unit.

The participants in the SKI•HI Distance Education Course are adult learners and the materials were developed with their needs in mind. These professionals attended the course to increase their knowledge and skills concerning working with families who have young children who are deaf or hard of hearing. The needs of adult learners are specific in contrast to other learners. Individual learning styles have important implications for adults as well as the individual characteristics of motivation, experience, memory, creativity, reaction time, and hearing and vision capabilities. The learning environment plays a significant role in the effectiveness of adult learning. A Site Facilitator Training Manual was developed to assist the site facilitator in addressing the needs of the adult learners at their individual sites.

Objective 3. Develop an instructional delivery system using distance education technology and procedures to deliver the inservice course training.

During year 1 the delivery method was selected and procedures were developed, preparations for a pilot test were made, and the instructional delivery system was designed and developed. This system incorporated satellite broadcasts, video tapes, audio links, and print materials. This delivery method was chosen based on instructional design principles and the SKI•HI Institute's desire to provide training opportunities to traditionally underserved populations. The delivery method provided access to individuals in remote locations or others that might not have access to traditional training opportunities.

For reasons described under VII below, it was necessary during year 1 to change from satellite to videodisc for the visual portion of the delivery method along with videotape and 2-way audio links. The videodisc was designed to increase interest and clarity of the material that was presented. Interesting illustrative graphics were created, animated animals were used to introduce key points, and rolling tutorials (i.e., questions posed on the screen and a pause given to allow participants a moment to cognitively process the question) were used.

Objective 4. Develop a system of collaborating with statewide coordinators of birth-through-five programs to ensure accessibility for practicing professionals and paraprofessionals from all demographic groups.

In previous activities with the State of Ohio, the SKI•HI Institute had encouraged the formation of a state-level steering committee to coordinate training and implementation of Institute programs. The Ohio/SKI•HI Steering Committee was made up of representatives from the Ohio Department of Health, the Ohio Department of Education, and the Great Lakes Area Regional Center for Deaf-Blind Education (GLARCDBE). This steering committee was an excellent structure to facilitate collaboration with the statewide coordinators. Emily Taylor-Snell, project coordinator with GLARCDBE, had been designated by the committee as its liaison with the SKI•HI Institute. She became the project's principal contact with Ohio and is referred to in this report as the Ohio coordinator.

The SKI•HI Distance Education project worked closely with Ms. Taylor-Snell to plan, organize, and carry out all aspects of the project. Ms. Taylor-Snell coordinated the selection of training locations and site facilitators, the advertisement of the training, selection of participants, and a number of other aspects of the project. The training was advertised among early intervention and early childhood personnel. In an effort to identify two to four training sites in a variety of locations, the 16 Special Education Regional Resource Centers (SERRC) of Ohio were contacted. At the same time, a search was made among personnel in Ohio who were trained in the SKI•HI program, to find those who would be interested in serving as site facilitators. The project was in frequent contact with Ms. Taylor-Snell throughout the process. Based on the numbers and locations of interested participants and the availability of prospective site facilitators, Ms. Taylor-Snell selected two sites for the demonstration year: NEOSERRC in Warren and Hopewell SERRC in Hillsboro. For the dissemination year, based on the same criteria, three different sites were selected: Miami Valley SERRC in Dayton, East Shore SERRC in Kirtland, and North Central Ohio SERRC in Mansfield.

Objective 5. Demonstrate the inservice training model at the Project Site (Utah); survey those participating in the demonstration; revise the inservice course,

A major change in the methodology of the project took place in year 1 (see Section VII for a full description). Because of an insupportable increase in the cost of satellite time, the project had to choose an alternative medium for the visual portion of the course. After careful consideration, the staff chose videodisc. A great deal of writing and development had already gone into the course as it had been originally planned for satellite. Much time then had to be spent in developing a new plan and rewriting course materials.

Because of this disruption to the schedule, the pilot demonstration in Utah could not be conducted on schedule. It was decided that the Utah site would be incorporated into the full model demonstration planned with the Ohio Demonstration Site. This approach turned out to be very beneficial. Because of the proximity of the Ogden, Utah site to the project, and the familiarity and good working relationship between project staff and the Utah participants, the project obtained excellent ongoing feedback and suggestions. It was also possible to give the Utah participants a more realistic experience with the course delivery, since they were actually taking the course for credit along with the Ohio sites and were interacting with these sites rather than participating in isolation. In addition, because of proximity, it was possible to send two evaluators to the site during different sessions to monitor the effectiveness and quality of all aspects of the sessions.

Objective 6. Demonstrate the revised inservice training model within a statewide Demonstration State (Ohio).

Prior to the presentation of the demonstration course (first teaching of the course), the project held a training workshop for the Site Facilitators who had been selected for the three receiving sites. This training took place in Columbus, Ohio, January 18-19, 1996, and was conducted by the Project Coordinator and the Instructor/Content Developer. During this training, the new Site Facilitators were oriented to the purpose and overall plan of the project, mechanics of their being employed by the project, the content and processes of the course itself, adult education information, and use of the equipment including videodisc and videotape players as well as optimal use of the speaker phones.

The demonstration presentation of the complete training model was conducted February 27 - May 21, 1996. Three sites participated: Hopewell, Ohio, SERRC, Hillsboro, Ohio, with 10 participants; NEOSERRC, Warren, Ohio, with nine participants; and Utah Schools for the Deaf and the Blind, Ogden, Utah, with six participants. The instructor, project coordinator, and project instructional designer conducted the sessions from a studio at KSAR Video Productions, a division of the Center for Persons with Disabilities at Utah State University. A technician was available each week at KSAR to take care of audio hook-up and troubleshooting. At each site, a Site Facilitator worked closely with the project team to run the sessions smoothly. Ten 3-hour sessions were taught, one night per week, with a 3-week break between units 5 and 6. Participants earned 4 hours of upper-division credit on the quarter system at Utah State University.

Objective 7. Evaluate the inservice training model, including the course content, presentations, accompanying materials, accessibility, and efficacy of using distance education technology and procedures.

For the demonstration course in year 2, all participants completed evaluation sheets each night following the session, as well as an overall evaluation at the end of the course. In addition, they completed evaluation sheets on the use and effectiveness of the videodisc, after the fifth session and again at the end of the course. Two state coordinators in Ohio and one in Utah took the course as participants and completed participant evaluation forms. The Site Facilitators completed evaluations at the end of the course. (See Appendix 2 for evaluation forms.) At the end of each session, the Site Facilitators and the Ohio state coordinators stayed on the phone lines for discussion of what had worked well and what could be improved. Problems and questions were raised at that time, and the project staff worked at follow-up during the subsequent week.

The project evaluator analyzed all evaluation forms and produced a report entitled *Formative Evaluation of SKI•HI Distance Education Pilot.* The report was completed June 11, 1996. Table 1 on page 34 summarizes the evaluations. Table 2 on pages 35-36 presents representative comments from the evaluations. The complete report accompanies this Final Report.

The project used the formal evaluations and the post-session feedback to revise the course for the dissemination phase in the last year of the project. A revised and expanded videodisc was created, incorporating more interactions and examples, more short, illustrative video clips, with more thought questions and discussion points. The goal was to make the videodisc a more dynamic, interwoven component of each session. Interaction in general was expanded, with more cross-site activities and more local group learning activities. The order and distribution of the topics over the ten weeks was changed, and additional experiential home assignments were added. Two sessions were altered to include presentations by local deaf adults who were users of different communication methodologies.

For the dissemination course in the last year of the project, all participants again completed weekly evaluation forms as well as an overall evaluation form and a videodisc evaluation at the end of the course. Site Facilitators and outside observers again completed evaluations. The project evaluator analyzed the evaluation forms and summarized the results in a report entitled *Evaluation of SKI•HI Distance Education Project: Courses Conducted Fall 1997.* Table 3 on page 37 summarizes the evaluations and presents comparisons with the first course. Table 4 on pages 38-39 includes representative comments from the evaluations. The evaluator's Observations and Conclusions section is given in Table 5 on page 40. The complete report accompanies this Final Report.

Objective 8. Evaluate participants' skills through direct assessment both immediately following the training and over time.

Participants' skills were evaluated following training by devoting the entire tenth session to a practical application exercise. Participants were divided into groups of three to five. Each group received a case study of a child and family. The assignment was to analyze the case study, write an Individualized Family Service Plan (IFSP) that would be appropriate for the child and family, complete a Child Data Sheet, and plan a complete home visit that might be made with the family to address goals and outcomes on the IFSP. The completed assignments were submitted to the project instructor, who evaluated them, wrote extensive comments, and assigned a grade. In addition, participants submitted a practical mid-term assignment to the instructor, who evaluated the assignment and gave feedback. During the dissemination course in year 3, the instructor also evaluated and graded each of eight home assignments for each participant at the suggestion of the Ohio state coordinator. This system gave a much better opportunity to evaluate the participants' grasp of the information and skills involved in the SKI•HI early intervention programming.

Survey forms have been sent to all participants and to the participating state coordinators to help examine how the training is being used by the participants from both training years. The returned surveys received to date are summarized in Table 6 on pages 43-54. See Appendix 3 for the survey forms used.

Table 1. Summary of Evaluations of Demonstration Course - 1996

Overall Evaluation of Course by Participants

	Degree of Interest in Course	Value Perceived	Effectiveness of Print Materials	Media Support	Average
Overall	4.5	4.1	4.2	4.0	4.2

Site Facilitator Evaluation of Course

	Participants' Degree of Interest	Media Support	Effectiveness of Print Materials	Hear and Understand Audio	Average
Facilitator	5.0	4.2	4.4	4.8	4.6

Video Disc Evaluation

	Pace	Information	Effectiveness	Ease of Use	Average
Mid	3.7	3.5	3.4	3.8	3.6
End	3.5	3.3	3.2	4.0	3.5
Total	3.6	3.45	3.35	3.85	3.55

Outside Evaluation of Course

	Participants' Degree of Interest	Media Support	Effectiveness of Print Materials	Hear and Understand Audio	Average
Outside Evaluator	4.5	5	5	4	4.6

Summary of Comments

Positive Features	Suggestions for Improvement
1. SKI•HI Model is comprehensive. 2. Great resource materials. 3. Very good site facilitators. 4. Group activities and opportunities for interaction at local sites were one of the best aspects. 5. Video clips very helpful.	1. Use less time for audio explanation, more time for group activities and discussion. 2. Cover less material in each session and allow more in-depth work. 3. Make video disc a more effective part of the sessions. 4. Create more activities that forge relationships across sites. 5. Use guest speakers.

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Table 2. EVALUATION OF THE MODEL INSERVICE DEMONSTRATION COURSE: REPRESENTATIVE COMMENTS

1996

Overall Evaluation of Course by Participants

1. Specific points which were valuable or significant:
    * Importance of Deaf culture to a newly identified family
    * How extensive this program is and how each element can be broken down and explained to parents
    * Interaction and discussion with other local class members
    * Great resource materials
    * The facilitator
    * Information about communication methodologies
    * Video clips
    * Actual writing of lesson plans

2. The course would have been more valuable to me if:
    * Class members had been more at the same level. Some had much more background than others.
    * Assignments were more challenging.
    * More new information given.
    * More time given for group discussion, less time on audio explanation/interaction.
    * Pace was faster.
    * More time for in-depth exploration.

3. Specific suggestions for improvement:
    * Better use of the video disc
    * Either limit the participants to those with background in hearing loss or allow less time on audio conferencing and more time for on-site, individualized study and discussion to meet varied needs.
    * More focus on strategies to use with less-than-perfect families
    * Cover less material in each session to allow more in-depth work
    * Bring in guest speakers
    * Have even more hands-on exercises like the final exam.

Site Facilitator Evaluation of Course

1. Specific points valuable or significant to the participants:
    * Awareness for some
    * Local discussions
    * Resource sharing
    * Group work, time to discuss real kids and real situations they face now.
    * Video tape segments helpful and enjoyable
    * Good articles for readings

Table 2 (continued)

2. Specific suggestions for class session improvement:
   * Need more time for the hearing section
   * Speed up the lecturettes
   * Better use of video disc
   * Pictures on video disc or tape of the national instructor
   * Explore possibility of video cameras on computer screens for computer link-up
   * More group activities - real-life situations.

Video Disc by the Participants

1. Did the video disc improve the quality of instruction:
   * Yes, in combination with information from instructors
   * Too general for our needs
   * Yes, visuals are reinforcing
   * No, need more hands-on and examples

2. Did the video disc effectively support the instructor:
   * Yes
   * We needed to branch off and go into our own instruction
   * Video clips are more helpful

3. Specific suggestions for improvement:
   * Use more time for local instruction
   * Make the disc more informative in itself
   * Clips on disc feel too short
   * Leave it as it is
   * Put a picture of national instructor on the disc to show periodically

Outside Evaluation of Course

1. Specific learning methods which seemed valuable or significant to participants:
   * Small group activities were highly engaging.
   * Video tape segments were very effective.

2. Specific suggestions for improvement:
   * Forge relationships and conduct more activities across sites.
   * Require high quality speaker phone equipment for audio delivery.
   * Use a little more class time to review the pre-session materials and the home assignments.
   * Use guest speakers. One way to do this would be to have some of the people who are shown on tape clips be available by phone at their own locations during the class. This would also encourage cross site interaction.

Table 3. Summary of Evaluations of Dissemination Course - 1997

Overall Evaluation of Course by Participants

	Degree of Interest in Course	Value Perceived	Effectiveness of Print Materials	Media Support	Average
Overall	4.2	4.1	4.0	3.9	4.1

Site Facilitator Evaluation of Course

	Participants' Degree of Interest	Media Support	Effectiveness of Print Materials	Hear and Understand Audio	Average
Facilitator	4.3	4.1	4.2	4.3	4.2

Video Disc Evaluation

	Pace	Information	Effectiveness	Ease of Use	Average
Mid	4.2	4.4	4.2	3.8	4.2
End	3.5	3.6	3.5	3.2	3.5
Total	3.8	4.0	3.9	3.6	3.8

Outside Evaluation of Course

	Participants' Degree of Interest	Media Support	Effectiveness of Print Materials	Hear and Understand Audio	Average
Outside Evaluator	4.6	4.2	4.4	4.2	4.4

Summary of Most Prevalent Comments

Positive Features	Suggestions for Improvement
1. Good information.	1. Receive materials and information earlier.
2. Excellent deaf guest speakers.	2. More discussion time on specific situations.
3. Good videos.	3. More information on hearing aids, testing.
4. Practical, hands-on experiences.	4. Less time on cross-site interaction on phone.
5. Local group discussions.	5. Longer video clips.
6. Good final application exercise.	6. More time to complete home assignments.

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Table 4. Representative Comments from 1997 Evaluations

Valuable or Significant Features:

Unit 1:
- Group discussions within site
- Video clips of in-home visits
- Manuals and resources

Unit 2:
- Better understanding of parents' needs, concerns, and perspectives
- Information on issues in the field of deafness
- Ideas on working with young children

Unit 3:
- Interesting material, good reading material
- Appreciated sample lessons for topics
- Practice with the observation tool

Unit 4:
- Seeing children on video with varying degrees of hearing loss and language ability
- Longer video clips were much better
- Better understanding of audiograms

Unit 5:
- Hands-on experiences with hearing aids
- Good videos of levels of auditory development
- Mid-term was very practical. Might be good to include some of these activities as class activities

Unit 6:
- Thanks for giving us time for discussion
- Case scenarios and discussions
- Thanks for being flexible regarding questions

Unit 7:
- Wonderful to have the deaf guest speaker who are users of aural/oral programming
- Documentary "For a Deaf Son" is exceptional
- Role play, homework assignment on resources, video tapes

Unit 8:
- Excellent deaf guest speakers who are total communication users

Unit 9:
- Enjoyed the video tape describing American Sign Language (ASL)
- Discussion on how to modify SKI•HI total communication topics for the ASL approach

Unit 10 - Overall Evaluation:
- The sensitivity training for talking with a parent using more friendly vocabulary
- Graphics very useful
- Class discussion was most valuable
- The group final was fun and team oriented
- Site facilitator was very helpful and supportive
- Books and written material were self-explanatory and useful for future programs.
- Going through the IFSP process was helpful to pull it all together
- Actual forms and practical application
- Entire class and program
- Resource list assignment

Table 4 (continued)

Suggestions for Improvement:

Unit 1:
- Bigger video screen
- One-page overview of each unit
- Receive all of materials and descriptions of home assignments earlier in advance
- Need to be able to hear voices on speaker phone better

Unit 2:
- More discussion time on specific, concrete situations
- Give plenty of time to plan to carry out home assignments involving visits to other locations or meetings with parents
- Don't try to have much interaction among sites – it doesn't work well and interest is lost
- Prefer the video tapes that are a little longer to the very brief ones

Unit 3:
- More sharing of personal experiences in local group
- More discussions of specific techniques being demonstrated
- More time to watch the videos

Unit 4:
- More information on audiograms, FM systems, cochlear implants, hearing testing procedures, types of hearing aids
- More time for discussion
- A little faster pace

Unit 5:
- More time to address technical issues
- Chance to go into a soundproof booth and experience different types of hearing testing

Unit 6:
- Mention to students that there is a great deal of controversy surrounding the issue of what communication methods to use

Unit 7:
- None

Unit 8:
- None

Unit 9:
- Have a bilingual-bicultural (bi-bi) deaf guest as we did the last two weeks with other methods
- More information on how to integrate bi-bi into older children's transition to reading

Unit 10 - Overall Evaluation:
- The amount of paperwork/homework was excessive
- We had a great group that could have benefitted from more group discussion about specific problem areas
- The Aural/Oral portion was difficult. I believe that the language development portion for any methodology is similar and that the Aural/Oral portion should be looked at.
- Would have liked to "team" regarding specific client/family issues.
- It was difficult to complete field or community experiences for post-session assignments weekly. Two weeks to complete a field experience would be easier
- Would like to have seen instructor as she taught
- More meat, more information in lectures
- The books are and will be helpful. I wanted more time to spend in reading – less papers!
- Shouldn't have home assignment before final class exercise
- More time at the first session to get acquainted
- Too verbal and repetitive

Table 5. Observations and Conclusions

This table shows the average ratings of the two courses. There is not a great change in interest between the two years. The facilitators of the 1996 course rated the course higher than did the 1997 facilitators. The students in the 1997 course liked the videodisc better than did the students in the 1996 course. The students in the 1996 course were generally more satisfied with the weekly classes.

Comparison of the Two Evaluation Averages

Topic	1996	1997
Students:		
Degree of Interest	4.5	4.2
Value Received	4.1	4.1
Effectiveness of Print	4.2	4.0
Media Support	4.0	3.9
Facilitators:		
Participants' Degree of Interest	5.0	4.3
Media Support	4.2	4.1
Effectiveness of Print	4.4	4.2
Ability to Hear	4.8	4.3
Observers:		
Participants' Degree of Interest	4.5	4.6
Media Support	5.0	4.2
Effectiveness of Print	5.0	4.4
Ability to Hear	4.0	4.2
Videodisc:		
Keeping Pace	3.6	3.8
Support the Instructor	3.45	4.0
Effectiveness	3.35	3.9
Ease of Use	3.85	3.6

- It doesn't appear that the students knew what to expect from, or the benefits of, a distance education experience. They continued to say that they would prefer to have Dorothy there in person.
- The videodisc had the lowest average of all the other items.
- In both evaluations, missing data played an important role in this evaluators confidence in the data and ability to compare across the sites.
- The students consistently wanted more time for discussion at their individual sites. They apparently didn't understand the value of discussing issues with peers who were not part of their little community.
- One of the sites had students with a hearing impairment.
- The students like every other class event better than lecture. They preferred guest speakers, videos, and hands-on experiences.
- Students thought that the amount of work for the credit hours was excessive. In the evaluators opinion, the students were unaware of the typical amount of work required for a graduate level course.
- None of the students, facilitators, or observers were enthusiastic about the videodisc. In fact this aspect of the course was rated consistently lower than all the other aspects of the course.

Objective 9. Disseminate the new inservice training model to multiple sites within the Demonstration State (Ohio).

Prior to the presentation of the revised dissemination course, a training workshop was again held for the Site Facilitators for the three Ohio sites. One of the Site Facilitators was serving for the second year; the other two were newly selected. The training took place in Columbus, Ohio, September 5-6, 1997.

The dissemination course was conducted September 23 - December 2, 1997. Three sites participated: Miami Valley SERRC in Dayton, Ohio, with 10 participants; NCO SERRC in Mansfield, Ohio, with 15 participants; and East Shore SERRC in Kirtland, Ohio, with 10 participants. Again, there were 10 3-hour sessions, one night per week, with a 2-week break between sessions 5 and 6. Participants earned 4 hours of upper-division credit on the quarter system at Utah State University.

The logistical arrangement at the project site was simplified for the dissemination training. It had been determined during the first course that a studio and technician were not needed. The media and equipment were very easy to use and virtually trouble free. Therefore, the course was conducted from a quiet room in the office of the SKI•HI Institute on the Utah State University campus. Using an assigned telephone number, the instructor called in to a telephone conferencing service, Gentner Conference Call. Gentner had also provided a telephone access number to each of the three Site Facilitators. All called in at 10 minutes before the hour, to do a final check. Gentner monitored the entire session and performed troubleshooting on rare occasions when it was needed. The project instructional designer was present during each session to assist the instructor. A technician was on call for the first session. Another change was that the two state coordinators circulated separately to the three training sites throughout the course, providing technical assistance as well as instructional and logistical assistance to the facilitators.

Objective 10. Disseminate results and make available the newly developed inservice training model to all states and interested territories, thereby building their local capacity to prepare professionals and paraprofessionals working with children with low incidence disabilities.

The project staff have made this distance education format a permanent option for agencies desiring training in the SKI•HI program. National trainers for the SKI•HI Institute will receive orientation to the use of the format when they attend a national trainers' meeting in October of 1998. Articles about the SKI•HI distance education program have appeared in SKI•HI Institute newsletters. The video tapes, graphic illustrations, and innovative learning activities developed for this course have been incorporated into SKI•HI training programs and made available to SKI•HI trainers nationwide.

In 1997, the SKI•HI Institute applied for Outreach funding to disseminate this program more widely, but did not receive the funding. In the current year, the Institute is making it available for dissemination through an existing Outreach program. See section X for a discussion of a future plan for the use of this program.

TABLE 6.

DISTANCE EDUCATION PROJECT
FOLLOW-UP QUESTIONNAIRE FOR PARTICIPANTS

Summary of Responses from 1996 Participants

7 Respondents out of 25 Participants

1. Have you used the training in your work? 5 answered Yes 1 answered No

A. Delivered the SKI•HI program to families, infants and young children in the home?

I work in the Utah Parent-Infant Program, which is early intervention work that is home-based. I have been teaching from this curriculum for eight years. (Parent advisor, Utah School for the Deaf Parent-Infant Program)

Used examples for hearing enhancement gleaned from all participants in SKI•HI directly with children. (Hearing Specialist, Utah School for the Deaf Parent-Infant Program)

B. Delivered the SKI•HI program to families, infants and young children in other settings?

Used concepts in Parent Groups - monthly. (Hearing Specialist, Utah School for the Deaf Parent-Infant Program)

Have used info learned directly with parents through correspondence such as e-mail or phone. (Infant Hearing Program Consultant, State of Ohio; Audiologist)

C. Used the SKI•HI program or portions of the program in a center-based setting with children? Please describe use and give ages of children.

None.

D. Used information gained in the training with families or children in home or center? Please describe information used and how used; give ages of children.

Used info in presentations and referred service providers to take training. (Infant Hearing Program Consultant, State of Ohio; Audiologist)

Ages 0 to 2-1/2. The "attitudes and fears of parents" information in the training helped me support moms, especially in adjusting to the loss.

TABLE 6 (continued).

E. Other (Please describe)

I have had the opportunity to help train student teachers, using the SKI•HI curriculum as they have participated in home visits with me. Also, I have helped, somewhat, in the training of new parent advisers. (Parent Advisor, Utah School for the Deaf Parent-Infant Program)

Used it in a supervisory role, to better support staff and understand their needs. (Director, Utah School for the Deaf Parent-Infant Program)

I've taken the information learned and assisted teachers of the hearing impaired work with their families. I have taken the information and tried to better educate the school district personnel on the need for trained individuals to work with parents of child [part missing] Grant to serve identified hearing impaired infants in five counties. (Educational audiologist, Ohio)

2. How useful has this training been in your work? (Please circle one)
Not useful *Somewhat useful* *Useful* *Very Useful*

2 answered *Useful* 3 answered *Very Useful*

In what way?

Useful. I have referred families to local SKI•HI advisors. (Audiologist, Ohio)

Useful. Although I had been using this curriculum before the training classes began, I know that I increased my understanding of it through sharing with others and individual work. (Parent Advisor, Utah School for the Deaf Parent-Infant Program)

Very useful. By actually studying and using the curriculum, I was better able to identify with a Parent Advisor's role, needs, priorities, etc. (Director, Utah School for the Deaf Parent-Infant Program)

Very useful. See comment in 1.e. above. (Educational audiologist, Ohio)

Very useful. Brings issues in working with deaf children together in one curriculum. (Infant Hearing Program Consultant, State of Ohio; Audiologist)

Useful. Sharing ideas, help in formal paperwork.

TABLE 6 (continued).

3. How many children or families have you worked with using the information gained from the SKI•HI Distance Education training? 69 children 48 families.
How many other individuals have you worked with using this information? 12
Comments:

Student teachers and a small training class for new parent advisors. (Parent Advisor, Utah School for the Deaf Parent-Infant Program)

4. Are there supervisors, parents, or colleagues who would be willing to complete a short questionnaire concerning the impact of the SKI•HI programming, through you, on services to children and families or other services? If yes, please give the name(s), address(es), and telephone number(s) of the person(s), as well as their position(s).

Even though the training was beneficial, I don't think the families I work with would have noticed a change in my abilities or my presentation of materials to be discussed. (Parent Advisor, Utah School for the Deaf Parent-Infant Program)

[None of the respondents supplied names here.]

5. Are there any other comments you would like to make?

Although I didn't service families directly, I used the information indirectly through referrals and client counseling. (Audiologist, Ohio)

It was interesting to share ideas with so many different sites around the country. Also, it helped me see more clearly how fortunate we are here in Utah to have this early intervention program so well established.

Thanks for enabling myself and others who needed this training to participate in this innovative approach! (Director, Utah School for the Deaf Parent-Infant Program)

I used this information more for my growth in the area of early intervention than working with families – this was due more to a function of my job, not due to not wanting to directly work with families. (Educational audiologist, Ohio)

Well done, convenient location. (Hearing Specialist, Utah School for the Deaf Parent-Infant Program)

TABLE 6 (continued).

DISTANCE EDUCATION PROJECT
FOLLOW-UP QUESTIONNAIRE FOR PARTICIPANTS

Summary of Responses from 1997 Participants
12 Respondents out of 35 Participants

3. Have you used the training in your work? 10 answered *Yes* 1 answered *No* 1 answered *not yet*

A. Delivered the SKI•HI program to families, infants and young children in the home?

I also used the "old" SKI•HI program in integrating services with the parent-infant program prior to this class. This service (parent-infant) was provided by Dayton Public Schools until service for 0 - 2 years was offered by health care rather than boards of education. (Audiologist)

No, but early intervention specialist on team conducted home visits weekly. (Speech Language Pathologist)

Yes - one 2-year-old. (Speech-Language Pathologist, school for multiply-disabled children)

Loaned copy of manual and graphics to family and case worker. (Educational Audiologist)

Marginally since course. (Supervisor, large city public school program for Deaf/Hard of Hearing)

Our program uses the curriculum adjusting for individual family needs - weekly home visits. (Parent advisor/early intervention teacher/teacher of the Deaf)

B. Delivered the SKI•HI program to families, infants and young children in other settings?

I work in a school setting and use parts in that setting when counseling families following identification and/or before entering the preschool special needs program. (Audiologist)

Utilized aspects of SKI•HI program in early intervention center-based program with hearing impaired students and their families. (Speech-Language Pathologist)

TABLE 6 (continued).

Used handouts to help prepare family for hearing assessment and subsequent tube placement. Handouts used for Early Start parent training (inservice) (Speech-Language Pathologist)

Yes, used many things from graphics manual for parent inservice. (Educational Audiologist)

As a component of our program we network with the other professionals involved with our families by visiting, making phone calls. (Parent advisor/early intervention teacher/teacher of the Deaf)

C. Used the SKI•HI program or portions of the program in a center-based setting with children?

Some portions I have used when giving inservice and/or rehab services to students of all ages (serve 0-21 years). (Audiologist)

Birth to 3 years. Utilized aspects of Auditory Training, FM Systems, and Communication Systems. (Speech-Language Pathologist)

We have used info that helps families explain to relatives re: child's disability - also - information about siblings and how to involve them in child's program and to make special time for nondisabled siblings. We are also using the new IFSPs (state form) with families! This applies to item d below as well. (Early Intervention Specialist)

Within the classroom setting: Parent and child attended session at the school with SLP and early intervention specialist in team approach. (Speech Language Pathologist)

Used handouts to help prepare families of children ages 0-3 for hearing assessment. Handouts used for Early Start parent training (inservice). (Speech-Language Pathologist)

Yes - one 3-year-old. (Speech-Language Pathologist, school for multiply disabled children)

D. Used information gained in the training with families or children in home or center?

Have used some worksheets in the hearing aid/trainer section – copied for parents. (Speech-Language Pathologist)

TABLE 6 (continued).

Birth to 3 years. Parent education, home programs, more ideas to promote language development and auditory skills. (Speech-Language Pathologist)

Child age 2 years. Used SKI•HI to increase hearing aid usage and to help parent to decide most beneficial mode of communication. Used many exercises to increase communication and interaction with parent and others. (Speech-Language Pathologist)

Used handouts to help prepare families for hearing assessment and used handouts for families and children ages 0-3.

Yes - two 4-year-olds. (Speech-Language Pathologist, school for multiply disabled children)

Used a team approach with SLP, parents, teachers, to incorporate communication skills and hearing aid portions of program. (Educational Audiologist)

Yes - I've used various portions of the materials and graphics. (Supervisor, large city public school program for Deaf/Hard of Hearing)

Used some of the graphics to describe hearing loss/hearing aids. (Speech-Language Pathologist)

The information gained/specific ideas, techniques gave me a different view to help figure out each family so that I could provide all that was needed. All our children are birth to 3. (Parent advisor/early intervention teacher/teacher of the Deaf)

E. Other

I have found some of the information on "sensitivity issues" invaluable, i.e. whenever talking about people I serve, I refer to "people with limited hearing" rather than "hearing impaired people." (Audiologist)

The SKI•HI training has helped me become a better teacher by improving my awareness of the importance of the "team approach," and being child and family centered, not lesson-centered. (Adjunct instructor, Tech. College; substitute teacher, tutor)

TABLE 6 (continued).

All of the above - I found it most useful to use certain SKI•HI materials and lessons in conjunction with other information and therapy approaches. (Speech-Language Pathologist, school for multiply disabled children)

4. How useful has this training been in your work? (Please circle one)
Not useful *Somewhat Useful* *Useful* *Very Useful*

5 answered *Somewhat Useful* 5 answered *Useful* 2 answered *Very Useful*

In what way?

Somewhat useful. It is another resource available to me (again, because of prior training and experience, the benefit to me may have been less than someone who hasn't been exposed to this information) (Audiologist)

Somewhat useful. Given us information about in-home training and valuable tables to use. (Speech-Language Pathologist)

Useful. Additional resources, ideas to utilize with children and their families to promote auditory skills/communication skills. Provide information about hearing, communication systems, etc. (Speech-Language Pathologist)

Useful to very useful. Many of the parent articles have been helpful in explaining what direction or when to begin with child's program. (Early intervention specialist)

Very useful. Helped to organize approaching dealing with children and families and SKI•HI aided in keeping forward progression of improvement and problem solving. (Speech-Language Pathologist)

Useful. Well-organized print material. Parent-friendly language. Applicable suggestions/approaches. (Speech-Language Pathologist)

Somewhat useful. Printed materials, additional approaches, reinforcing previous knowledge. Also useful for some non-hearing impaired language-delayed children. (Speech-Language Pathologist, school for multiply disabled children)

Useful. I work mostly with school-age students; however, I feel more comfortable working with younger children and families. (Educational Audiologist)

Useful. Succinct, user friendly and informational format, covers auditory-oral and total communication philosophies well – ASL/Bicultural-Bilingual portions are weak. (Supervisor, large city public school program for Deaf/Hard of Hearing)

TABLE 6 (continued).

Useful. Having an information-filled curriculum to guide me as well as the wonderful networking that came from our sessions. (Parent advisor/early intervention teacher/teacher of the Deaf)

5. How many children or families have you worked with using the information gained from the SKI•HI Distance Education training? 22 children 22 families. How many other individuals have you worked with using this information? 17; 1 team Comments:

Hard to say, as again some things I have incorporated into general use. My caseload is over 100, the number of teachers/aides/parents per year may well be close to 100. I also give inservice to typically hearing students. (Audiologist)

I try to implement many of the strategies we learned with all our families! (Early intervention specialist)

Some staff members. (Speech-Language Pathologist, school for multiply disabled children)

Used graphics to describe my student's hearing loss/described ways he could be helped in the classroom. (Speech-Language Pathologist)

6. Are there supervisors, parents, or colleagues who would be willing to complete a short questionnaire concerning the impact of the SKI•HI programming, through you, on services to children and families or other services? If yes, please give the name(s), addresses), and telephone number(s) of the person(s), as well as their position(s).

I'm not sure they would be able to pick out "SKI•HI" programming from all of the other training I have had over the years. (Audiologist)

Most families already involved with SKI•HI advisor through the Center. (Speech-Language Pathologist)

No longer in program. (Speech-Language Pathologist)

[One participant supplied the name of her early intervention program director. This director has not yet corresponded with the project.]

7. Are there any other comments you would like to make?

TABLE 6 (continued).

I would like you to consider that the auditory/oral habilitation tapes and materials were not a "very positive" view of a viable technique. Maybe it could be reviewed/revised with the help of the A.G. Bell Association. (Audiologist)

I have used information/ visuals from the SKI•HI manuals for various projects. Thank you for the experience! (Adjunct instructor, Tech. College; substitute teacher, tutor)

I really enjoyed the SKI•HI course and networking with the others in the class! I would recommend this course to my friends! (Early intervention specialist)

Excellent program – can be improved by smoothing out logistical issues and time lag with course work requirements and responses. (Speech-Language Pathologist)

Good information but it alone would not adequately prepare someone to work with this population. Would be good to include more information about educational programs (e.g. 5-22 year olds) so parents can think ahead for their children. (Speech-Language Pathologist, school for multiply disabled children)

This was a wonderful project which exposed 20 people in my region about children/infants/preschoolers who are deaf and hard-of-hearing. I wish it could have been a 2-way video conference! Thank you! (Educational Audiologist)

I think the ASL component is weak – everything else is great! Thanks for the opportunity to learn about the SKI•HI philosophy and program! (Supervisor, large city public school program for Deaf/Hard of Hearing)

It was very difficult to hear the other sites over the phone conferencing. Graphics are terrific! (Speech-Language Pathologist)

TABLE 6 (continued).

DISTANCE EDUCATION PROJECT
FOLLOW-UP QUESTIONNAIRE FOR STATE DIRECTORS/COORDINATORS

Summary of Responses from 1996/1997 Coordinators
2 out of 3 Responded

1. Do you feel this course gave people in your state the kind of training they need to delivery family-centered early intervention programming to infants, toddlers, and preschoolers who are deaf or hard of hearing using the SKI•HI program?

   I think its at an awareness level. It would be nice to do it at the preservice level.

   Yes, definitely. We rely on the SKI•HI Curriculum for work with our children in the Deaf Parent Infant Program. This Distance Education Training allowed us to pt approximately six individuals through this training, with a new and innovative approach.

2. How did you identify the training participants?

   Training participants were identified by first come/first serve and interest. Most participants were appropriate.

   We asked mostly newly employed, or recently transferred employees who had not yet received training in the SKI•HI curriculum to take the course. All were located in a geographic area of approximately one hour's travel time for the training site. At times, the technology of not viewing the individual speaking was difficult. But the large amount and excellent quality of videos and other visual aids made up for the other difficulties.

3. What comments do you have about the home assignments:
   Number:
      Need quick feedback—participants became anxious

      I was very pleased with the number, scheduling, scope, and variety of assignments. Being a participant myself and having a heavy workload, I was still able to manage assignments, felt they were meaningful, and covered the material well.

   Grading of assignments:
      This is a great idea—allows for feedback and relationship between facilitator and participants.

TABLE 6 (continued).

> I felt strongly that if we were to complete each assignment, they needed to be reviewed by the instructor, with feedback provided, even if no grade is provided on each assignment. This allows for continuous feedback. I have no problem, however with grades only for the mid-term and final.

Discussing the participants' experiences with the assignments at the beginning of the class time each week.
This may be a waste of valuable time. This is where the facilitator feedback could replace.

This was extremely helpful, because we were able to share different ways to present lessons. Their creativity was amazing.

Other
No comments were made.

4. What comments do you have about the mechanics and logistics of the course, e.,g.:
Selection, training, placement of site facilitators:
Training of site facilitators was not organized far enough in advance. Everyone was confused!

Seemed appropriate.

Duties of site facilitators:
Helpful in a smooth flow from phone, to video, to laser disk

Equipment:
Equipment enhanced the quality of the distance ed. Format, with little technical difficulties.

Location and set-up of the training site(s)
One person should coordinate this.

Site location was ideal for us.

Time of day:
Time of day again ideal.

Number and scope of units:
I don't think it's much work for graduate hours.

Units were very appropriate to the content to be covered.

TABLE 6 (continued).

Number and length of on-site sessions:
Difficult for the time of year and weather, but appropriate to the content.

Preparing participants for the technology, format, and home assignments:
Better explanation before course starts in form of letter.

No difficulties.

5. Do you plan or are you considering using this approach as a training option in your state?
I prefer the home-study format and we will continue with that model in our state. However, we could do one per year.

Most times probably not, because we have local trained SKI•HI trainers. However, we certainly appreciate the opportunity to participate, when you feel we can be included. The quality of training was tremendous, and often we only have two or three to train. This format allows even a very small group to benefit from your innovative approach, and gain from large group discussions, etc.

6. For other states desiring to use this training option, what recommendations do you have regarding equipment, site facilitators, location, personnel, participant selection, materials, guest speakers, follow-up?
Better advance notification to announce training. Video disk players expensive—now we have two. Site facilitators have less responsibility than originally understood. Need place that will stay open past 5 p.m. Facilitators get stuck cleaning up. I think one person should be responsible for coordination.

Most of these items were handled directly by SKI•HI since we were local. No input can really be provided in these areas.

7. Please write your suggestions or comments about any other aspect we may have missed.
Please keep me informed of possible future steps.

Thanks again, and please consider including us in future opportunities.

VII. METHODOLOGICAL/LOGISTICAL PROBLEMS AND HOW THEY WERE RESOLVED

Great Increase in Satellite Costs and Consequent Change to Videodisc

This distance education project was designed to utilize satellite broadcasting through Ku-band as an interactive means of training early interventionists in the SKI•HI model. However, we were informed on July 1, 1995 that the cost of satellite time had more than doubled. As of July 1, 1995, Hughes Communications increased Video Timeshare Service rates for occasional C- and Ku-band to $1,000/hour on a flat rate basis.

We immediately met with our technical advisors to determine what our course of action would be for this project. We felt a great need for the development of an effective interactive distance education course that was also affordable for states to replicate in the future. Satellite broadcasting was very appealing to our demonstration state of Ohio. The budget of the project, however, would not allow us to present the pilot and demonstrate the course by satellite. We felt the need to find a replacement for this medium that would appeal to participants in the course.

The decision to try a videodisc was based upon the special attraction of the disc format. In the videodisc format audiovisual information is recorded on plastic discs. The disc has the ability to store massive amounts of audio and video messages in a compact and durable package. Videodiscs have slow-motion and stop-action capability, and still pictures and text can be stored as readily as video tapes. The videodisc is unique in its speed and convenience in having random access to visual materials. When applied as a group visual display device, a videodisc is like an overhead projector, but with thousands of images—still or motion—at the instructor's fingertips.

The videodisc can also be used for small-group activities, such as cooperative problem-solving, or the presentation of tutorials, simulations, etc.

The project team decided that our best option would be to redesign the project using videodisc, video, print support, and two-way audio as medium. We supplied sites with a videodisc player and videodisc along with print support, and videos. During the 3-hour course sessions we maintained an interactive audio link though the phone system. The project objectives, time lines, activities, and progress were greatly affected by this change. As we began to develop each unit we also discovered that many new components were necessary to utilize this new format. Pre-session information, material, and reading assignments were redesigned and rewritten. The audio presentation segment was redesigned and scripts rewritten to reflect the change in delivery systems. Post-session assignments were also redesigned and developed.

Loss of Project Coordinator and Unforeseen Events in the Ohio Demonstration Site

Due to illness during year 2, the project coordinator was unable to continue with the project. The bulk of her duties were given to Dorothy Johnson, Project Content Specialist. These duties were extensive and included project site coordination, grading, and delivery of the content information. Mary Ann Parlin, Project Instructional Designer, assisted Ms. Johnson. All activities were completed.

During the same time period, unforeseen events in Ohio made it impossible for the training sites to be ready to begin the dissemination course until September, 1997: the original closing date of the project. A no-cost extension was applied for and granted, so that the course follow-up and evaluation could be completed.

Selection and Use of Site Facilitators

The selection and use of the Site Facilitators evolved over the duration of the project. From the beginning, it was recognized that the effectiveness of the project would rely heavily on the persons who would manage each remote training site. Project staff, in close consultation with the Ohio Coordinator, developed a priority list of qualifications to look for in choosing site facilitators:

1. Academic background relating to hearing loss, experience in working with young children with hearing loss, and training and experience with the SKI•HI program
2. Academic background relating to hearing loss, experience in working with young children with hearing loss, and training in the SKI•HI Program
3. Academic background relating to hearing loss or training in the SKI•HI Program or experience in working with children with hearing loss
4. Academic background or training or experience in a related field or in early childhood/infancy.

The project wanted to be able to count on the Site Facilitators as resources for the participants, as well as teaching assistants in the sense that they could facilitate learning activities with careful instructions from the SKI•HI project staff. In addition, the project wanted to have feedback from the facilitators on how well the participants were understanding the content presented.

For the first training (demonstration phase), all three site facilitators had academic degrees related to hearing loss, and had training and experience working with young children who were deaf or hard of hearing and specifically with the SKI•HI program. Two had received certification training as state SKI•HI trainers. All were an excellent resource to the participants at their sites as well as to the project. For the second training (dissemination phase), two of the three site facilitators had the same type of high qualifications; in fact, one had served as a site facilitator in the first year. The third had a degree and experience as a school audiologist, but did not have the training or experience in SKI•HI. Again, these facilitators were excellent resources.

It took time and effort for the Ohio Coordinator to locate facilitators who she felt were adequately qualified for this role and were located near a center where a group of participants needed training. For the first (demonstration) training, two of the facilitators were managing training at centers where their own work was located, while the third had to travel an hour to the center. For the second (dissemination) training, two facilitators had to travel an hour while the third was at her own center. There were difficulties associated with being unfamiliar with facilities that were not one's own, and with having to take an extra hour from one's work load for travel to the training site.

In a number of discussions, the project staff and the Ohio Coordinator examined the importance of having site facilitators who had training and experience related to the content of the course, versus hiring local personnel who were close at hand and willing to facilitate the course but might not have related training. The consensus was that, for this specialized training, it was important to have facilitators who met one of the four categories of qualifications listed above. This calls for extra effort on the part of the receiving site and a budget with which to compensate the facilitators.

Evaluation of Participants' Assignments

The original design of the course specified that the SKI•HI instructor would carefully evaluate the mid-term home assignments and the final application exercise which was completed during the 10th (last) session. A letter grade would be given for these two assignments. The other eight home assignments would be shown to and checked off by the site facilitator at the beginning of each session, then returned to the participants before the end of the session. Time was allotted at the beginning of each session for directing questions or comments to the SKI•HI instructor by speaker phone concerning the assignments. This process was thought to be a reasonable use of the instructor's time while giving the participants a combination of self-motivation and pacing with feedback at the midpoint and end of the course.

The Ohio Coordinator requested that for the second (dissemination) course, all nine home assignments (including the mid-term) and the final application exercise be submitted to and evaluated by the SKI•HI instructor. She felt that the participants needed more ongoing feedback as to their understanding and beginning use of the concepts and skills being learned. Therefore, during the second course, the SKI•HI instructor evaluated and gave written feedback on all assignments. This practice did indeed give the participants more ongoing feedback and more of a feeling of connection with the instructor. On the other hand, because this additional responsibility had not been originally scheduled as part of the instructor's time, some assignments were not returned as quickly as the participants would have preferred. This level of evaluation is very time-consuming. With advance planning, time could be allotted for this task for the instructor, if this practice is considered to be of value. The project is carefully considering the suggestion that the number of assignments be reduced somewhat. Many participants stated on their weekly evaluation sheets that they felt there were too many assignments. If there were fewer assignments spread over the length of the course, there would be more time for each, for both completion and careful evaluation of each assignment. This is an issue that has not yet been completely resolved.

VIII. EVALUATION FINDINGS

The project asked all course participants to complete evaluation sheets at the end of each on-site session, as well as an overall evaluation at the end of the course. In addition, they were asked to evaluate the use and effectiveness of the videodisc. The Site Facilitators completed evaluation sheets at the conclusion of the course. During the first presentation of the course (demonstration course), two outside observers each attended one on-site session at the Utah site and completed evaluations. During the second (dissemination) course, the two Ohio state coordinators, both of whom had attended the first course, rotated independently among the three training sites. They submitted observer evaluations at the conclusion of the course.

The evaluation sheets used by this project were designed with the input of the Distance Education Technical Consultant, Dr. Alan Hofmeister. He reviewed drafts of the forms, and suggested that only a few concise questions be asked, in order to obtain the highest number of completed forms.

Demonstration Course, February 27-May 21, 1996

There were 25 participants in the first (demonstration) course. Between 17 and 20 evaluations were submitted weekly, and 15 overall evaluations were submitted at the end of the course. The videodisc was evaluated twice: at mid-course (March 1996) and at the conclusion (May 1996). Fifteen participants completed this evaluation at mid-course and six at the conclusion. Five persons completed the Site Facilitator evaluation at the end of the course, including the three Site Facilitators, one trained back-up Facilitator, and the Ohio Coordinator, who assisted the Facilitators. Both of the outside observers completed evaluations.

Tables 1 and 2 on pages 34-35 summarize the results of these evaluations. The project evaluator, Dr. Beth Walden, made the following recommendations in her report:

- Encourage cross-site interaction
- Either make better use of videodisc, or use another medium in its place
- Schedule guest speakers (deaf adults, parents, parent advisors)
- Review the pre-session materials
- Continue with the video tape segments
- Continue with the on-site discussions
- Spend less time off-task (games, socializing, breaks)
- Keep the longer mid-term break
- Improve the audio connection

The full, detailed evaluation report, *Formative Evaluation of SKI•HI Distance Education Pilot* by Beth Walden, is enclosed with this report.

Dissemination Course, September 23-December 2, 1997

There were 35 participants in the second (dissemination) course. Between 20 and 31 evaluations were submitted weekly. For two of the weeks, one site facilitator was absent and the site did not collect evaluations. Twenty-one (21) overall participant evaluations were submitted at the end of the course. The videodisc was evaluated at the conclusion of the course, and 22 participants completed this evaluation. One site facilitator submitted an evaluation for every session, one submitted seven, and one submitted one. Two Ohio state coordinators rotated among the three training sites throughout the course, assisting or substituting for the site facilitators, and observing the sessions. They served as outside observers and completed observer evaluations each week.

Tables 3 and 4 on pages 37-39 summarize the results of the evaluations for the dissemination course.

The project evaluator, Dr. Beth Walden, made the following observations and conclusions in her report:

- There is not a great deal of change in participant degree of interest between the two years.
- The facilitators of the 1996 course rated the course higher than did the 1997 facilitators.
- The students in the 1997 course liked the videodisc better than did the students in the 1996 course.
- The students in the 1996 course were generally more satisfied with the weekly classes.
- It doesn't appear that the students knew what to expect from, or the benefits of, a distance education experience.
- The videodisc had the lowest averages of all the other items.
- In both evaluations, missing data played an important role in this evaluator's confidence in the data and ability to compare across the sites.
- The students consistently wanted more time for discussion at their individual sites.
- One of the sites had students with a hearing impairment.
- The students like every other class event better than lecture. They preferred guest speakers, videos, and hands-on experiences.

- Students thought that the amount of work for the credit hours was excessive. In the evaluator's opinion, the students were unaware of the typical amount of work required for a graduate level course.
- None of the students, facilitators, or observers were enthusiastic about the videodisc. In fact, this aspect of the course was rated consistently lower than all the other aspects of the course.

Table 5 on page 40, which was part of the evaluator's report, compares average ratings between the two course presentations.

The full, detailed report, *Evaluation of SKI•HI Distance Education Project - Courses Conducted Fall 1997*, accompanies this final report.

IX. PROJECT IMPACT

Products

This project produced several products which are now available to programs wishing to implement this distance education format for training in early intervention services with families of infants and young children who are deaf and hard of hearing. These training materials are for use in conjunction with the SKI•HI Resource Manual for early interventionists. Individuals who have been trained in the use of the SKI•HI program would have the most success in using the training materials effectively. For information about obtaining these products, the project may be contacted at the following address, telephone, and e-mail:

SKI•HI Distance Education Project
6500 Old Main Hill
Utah State University
Logan, UT 84322-6500
Telephone: (435)797-5600; TTY/TDD: (435)797-5584; Fax: (435) 797-5580
E-mail: skihi@cc.usu.edu

1. **SKI•HI Distance Education Participant's Manual** - contains introductory information and print materials to accompany the 10 units of the course. Each content unit contains: a) a packet of pre-session information including unit objectives and activities, reading assignments, and a self-quiz; b) a session packet including

information sheets, note-taking sections, interactive exercises, and questions for discussion; c) a post-session packet containing home assignment options and a unit review.

2. **SKI•HI Distance Education Site Facilitator's Manual** - contains the following sections: a) a description of the course; b) a description of the site facilitator qualifications, responsibilities, competencies, roles, and support; c) adult learning principles; d) tips for the site facilitator; e) scripts for the 10 sessions with suggested order and time allotments for topics, videodisc, videotape clips, interactive learning activities, guest speakers.
3. A **videodisc** to provide audiovisual emphasis and pacing for the course - contains visual representations of concepts, thought/discussion questions, brief video clips with questions for individual or group activities, for Units 1 through 9 of the course. Used in conjunction with the instructor's audio presentations and instructions.
4. A set of **video tapes** providing descriptions and examples of concepts and teaching strategies, as well as interviews with parents, deaf individuals, and parent advisors/early interventionists.

Dissemination Activities and Publications

The training approach developed by this project is now included as an option for states desiring SKI•HI training. The other options, which were already in place, are (1) a 6-day all-on-site training in two 3-day sessions with one home assignment in between and (2) a home-study option which includes two 2-day sessions with one home assignment preceding the first session and seven home assignments between sessions. In awareness activities, the SKI•HI Institute disseminates information about this distance education approach.

Several states have expressed an interest in the distance education format in letters of support. The following are some examples of comments.

> In some instances, we would not be able to provide the number of individuals needing training to justify on-site training, so your project will provide another alternative (smaller groups combined with other agencies in our state or with other states), while at the same time providing specific training needed by those serving children with hearing loss and their families....We are anxious to develop the distance format of training in that it will pave the way for other needed training and staff development....We have focused our efforts on supporting alternative training formats recognizing the financial and programmatic expense of on-site training. –Maureen Greer, Assistant Deputy Director, Indiana Family and Social Services Administration

> In order to be knowledgeable of current research and maintain an acceptable level of skills within the SKI•HI Model, our contractual parent advisors need periodic in-service training. Since our contractual staff are located through the State both the logistics of meeting and the expense involved present major barriers to conducting in-service training sessions. The concept of distance learning would greatly enhance our ability to conduct these in-service sessions. –Ed Broome, Coordinator, SKI•HI Program, Mississippi School for the Deaf

> The state of West Virginia is very rural and often times our parent advisors travel long distances to serve families. It is difficult to find a central location for training, etc. This program would help us greatly. –Rose Palmer & Karen Hott, Outreach Specialists, The West Virginia Schools for the Deaf and the Blind

> We are not able to afford on-site training for personnel because our numbers are so small. Often out of state training is not compatible with the "life commitments" of potential participants. Your distance education project is an alternative way to provide the necessary training to advisors and mentors working with families of young children. We are very excited about the possibilities of your project. It will certainly fill a great need here in Vermont. –Terry Keegan, Coordinator, Vermont Parent Infant Program.

> A major challenge confronting New York State in its successful implementation [of early intervention] is assuring the availability of a cadre of qualified personnel with expertise in the provision of services to infants and toddlers with hearing impairments and their families. The development of a distance learning format would provide training opportunities for professionals who would not otherwise have access to your valuable training program. New York State would benefit from and would welcome the opportunity to have selected providers and state representatives participate in this training project. –Donna M. Noyes, Ph.D., Director, Early Intervention Program, Department of Health, State of New York

The project has included descriptions of this distance education project in its SKI•HI Institute Newsletter and in Trainers Tidings, its newsletter for trainers. Many of the learning activities, handouts, and video clips developed for this course have been made available to nationally and locally certified SKI•HI trainers for their use.

Implications of Findings

The findings of the evaluations conducted by this project indicate that participants do learn through this approach to training. Examination of their completed home assignments and their final application exercises shows that they have gained a good understanding of a family-centered approach to early intervention with infants and young children with hearing impairments and their families as presented in the SKI•HI program. The follow-up surveys returned by them between 6 and 18 months after training show that many of them are finding the program useful.

The participant evaluations also indicate that there are still some concerns with the distance education format that was used. One very strong comment, expressed many times, was that the participants very much enjoyed the person-to-person interaction they had within their local training site groups. They probably enjoyed this component more than any other. Another comment, apparently related to the first, was that the participants wished they had been able to see the SKI•HI instructor. One purpose of this project was to develop an approach that would help training reach those who had difficulty joining with a training group for inservice. The project staff had hoped that the final course would be one that, with minimal adaptations, could be used in the home by a single participant.

In looking at these comments, the project staff believes that there are three possible adjustments that could meet the desires of the participants for interaction and still provide an avenue for individual participation at a distance. One would be to create chat groups or bulletin boards so that those participants with computer access to the Internet might communicate with the instructor and with each other in a more frequent and more personal way. The second way would be to use a computer-connected camera at the originating site of the course and transmit live views of the instructor, demonstrations, and guest speakers to those participants with the computer capability to receive them. Although the technology exists for this option, most individuals still do not have the capability. However, these types of sessions could be designed and tested now, for use when cameras are more prevalent. The third way would be to present the instructor, demonstrations, and guest speakers through satellite transmissions. Participants could receive these at a regional or local down-link site or in their own homes with the small satellite dishes available today. This project had made plans to provide two to three of these small dishes to individual participants in Ohio for this model inservice demonstration, until the idea of satellite use had to be abandoned because of sharply increased costs in satellite time.

Another need that has become apparent is the need for one-on-one follow-up with participants after training. The training itself provided some limited opportunities for the participants to practice what they were learning. In some of their home assignments, there was an option of using new skills and information with families and other professionals, writing a report of the experience, and receiving feedback from the instructor. They had an extra-credit option of videotaping their work with a parent and child or with other family members, and having the instructor provide comments. In some of the sessions, learning activities involved them in role-playing some of the strategies being learned. In these situations, they received feedback from fellow participants and the site facilitators.

Follow-up contacts some time after training would give the participants an idea of the ongoing effectiveness of their use of the concepts and skills they learned in the training. In many cases, there is no one in their agency or nearby who can provide this feedback because of lack of time or lack of training in this field of early intervention with the families of young children who are deaf or hard of hearing. A possible solution might be to take time during training to plan follow-up sessions with the participants. Since it is prohibitively expensive to have a SKI•HI staff member travel for individual follow-up sessions, one possibility might be that the local site facilitators be trained to carry out this follow-up. Another possibility would be to use two-way video transmission through the use of cameras on the computers of the instructor and the participant. As indicated above, this option is currently not available to many, but the structure and process for it could be designed and tried. Another method which has been used is to have the new user videotape himself or herself using the program, and send the tape to the instructor for review. This can be time-consuming and inconvenient for the participants, but is a preferred method for some.

Other Indicators of the Project's Effect on the Field of Early Intervention/Education for Children and Families

During both the demonstration and the dissemination courses taught by this project, a good number of attendees were early intervention/early childhood professionals and paraprofessionals with no background in hearing loss. From the evaluations, it appears that this project provided an accessible way for these individuals to become aware of the needs of children with this disability and their families, and aware of the many varieties of support that can be given to the children and families. It also helped acquaint them with persons, resources, and agencies in their communities who could assist them when they are serving these children and families. Project staff believe that this is a significant contribution to better services in this field.

X. *FUTURE ACTIVITIES*

The SKI•HI Institute is in the process of applying for an Outreach grant which would include funding to adapt this distance education course to include satellite presentations and opportunities for participants to interact with instructors and each other using their home computers, as discussed in Section IX above. The Institute has access to units at the University with the necessary technical capability.

Following implementation of these adaptations, the staff will explore the packaging of this course for the use of colleges and universities for preservice teaching. As mentioned in Section V, Conceptual Framework, there is a concern expressed in the literature that in academic programs, there is little time devoted to preparation of professionals in early family-centered intervention with children with disabilities.

Finally, the project will explore ways to make available more follow-up with participants who take this training.

XI. ASSURANCE

This full final report is being sent to the Educational Resources Information Center (ERIC). The title page and the abstract are being sent to the following:

NECTAS

National Clearinghouse for Professions in Special Education, CEC

NICHCY

TAPP

CASSP

Regional Resource Centers

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APPENDIXES

Appendix 1

Sample Unit

UNIT 1

Overview and Introduction to the SKI-HI Program and its Family-Centered Principles

Pre-Session Information and Material

Overview of Unit 1

The Purpose of the Unit

The purpose of this unit is to acquaint the participant with the SKI-HI Program, its philosophical basis and the principles inherent in the SKI-HI family-centered approach to early home programming. The unit emphasizes how SKI-HI can help meet the unique needs of families with infants and young children who are deaf or hard of hearing. In addition, it provides an understanding of the role of the parent advisor in SKI-HI programming, and introduces the participant to some of the family-centered practices in the family-parent advisor partnership.

Objectives for Unit 1

Participants will be able to:

1. Discuss the role and focus of the SKI•HI Program in the area of early intervention
   Activities:
   - Answering questions on the short-answer study guide for the pre-session reading assignment on the SKI•HI Program from the article "SKI•HI Home Intervention for Families with Infants, Toddlers, and Preschool Children who are Deaf or Hard of Hearing."
   - Participating in an in-session discussion about the role and focus of SKI•HI.
   - Assignment.

2. Describe the roles and characteristics of a parent advisor in SKI•HI Programming.
   Activities:
   - Answering questions on the short-answer study guide for the pre-session reading assignment in the (a) SKI•HI Resource Manual, and (b) The Art of Home Visiting.
   - Analyzing a video tape of a parent advisor, parent, and child in a home visit, and participating in a related session discussion of roles and characteristics of an effective parent advisor.
   - Assignment.

3. Discuss and demonstrate ways in which family-professional partnership and cultural sensitivity can be present in all aspects of a SKI•HI early intervention program.

   Activities:

   * Answering questions on the short-answer study guide for the pre-session reading assignment in (a) the SKI•HI Resource Manual, and (b) the SKI•HI Institute Core Resource chapter 1 and 6.
   * Participating in a multi-site guided discussion of partnershipping.
   * Participating in an in-session group activity brainstorming application of partnership on the job.
   * Participating in an in-session activity relating to cultural sensitivity.
   * Analyzing and discussing videodisc clips of family-focused interviewing.
   * Participating in a scripted role play activity on the Family Focused Interview.
   * Choosing to complete the post-session assignment option of conducting a family focused interview with a family and, jointly with the family, reporting the experience.
   * Assignment.

4. Discuss the SKI•HI approach to teaming, family involvement, record keeping, and development of home visit plans.

   Activities:

   * Answering questions on the short-answer study guide for the pre-session reading assignment on information gathering, goal-setting, developing and implementing the Individualized Family Service Plan (IFSP), teaming, and planning and implementing home visit plans.
   * Answering questions on the short-answer study guide for the pre-session reading assignment Family Involvement in Early Intervention: Accepting the Unchangeable, Changing the Changeable, and Knowing the Difference.
   * Assignment.

Introduction to the Pre-Session Readings for Unit 1

The reading and assignments in this unit have been chosen to support the purpose stated above. It is suggested that the participant give careful attention to the principles addressed and keep them in mind while studying the SKI-HI Program over the coming weeks.

A study guide for the pre-session readings is provided in this section of the course manual. The participant is encouraged to make full use of this study guide by reading the items and filling in the key elements. The guide will then serve as a permanent record of important concepts in the readings. In addition, the items in the guide will serve as a pool from which items will be selected for the mid-term test.

Readings:

Glover, B., Watkins, S., Pittman, P., Johnson, D., & Barringer, D. (1994). SKI•HI home intervention for families with infants, toddlers, and preschool children who are deaf or hard of hearing. *Infant-Toddler Intervention: The Transdisciplinary Journal*, *4*(4), 319-332.

SKI•HI Resource Manual:
Read pages 26-83.
Skim pages 87-149.

SKI•HI Institute Core Resource Unit on Partnershipping for Families and Parent Advisors/Early Interventionists:
* Chapter 1
* Chapter 6

The Art of Home Visiting by Gail Calvello.

Family Involvement in Early Intervention: Accepting the Unchangeable, Changing the Changeable, and Knowing the Difference.

Pre-Session Reading Assignment #1, Unit 1

Glover, B., Watkins, S., Pittman, P., Johnson, D., & Barringer, D. (1994). SKI•HI home intervention for families with infants, toddlers, and preschool children who are deaf or hard of hearing. *Infant-Toddler Intervention: The Transdisciplinary Journal*, *4*(4), 319-332.

Self-Check on Pre-Session Reading Assignment #1

Instructions: After you have completed the reading note items of importance on the following sheet.

1. Studies involving children who are deaf and hard or hearing show that there is a critical period from birth to 2 ½ or 3 years of age for language development. Note any ideas you may have gained from the reading regarding why this critical period exists and what can be gained from intervention during this time.

2. Studies indicate that the home setting is the most consistent and important educational setting for the young child. If you as a service provider are serving families where it is not possible to meet with them in the home, what adaptions can you make so that the material can be used by family members in the home?

3. In the context of the IFSP team, the parent advisor-family relationship is often the "key partnership." Why is this the case?

4. What does the parent advisor need to focus on in terms of meeting the needs of the family?

5. Every event that occurs in the home is an opportunity for language learning. List two daily activities that occur in the home and how they can be used as language learning activities.

Answer Key for Self-Check on Pre-Session Reading Assignment #1

1. Infants' first exposure to language occurs from the time they are born to 2 ½ to 3 years of age. If intervention is present during this critical period the results are greater linguistic and academic gains.

2. If intervention is delivered in a center, it is important to involve parents and give ideas for home application.

3. The parent/parent advisor relationship is one of mutual respect between persons who have agreed to commit and share their knowledge, skills, and experience in meeting the needs of the child.

4. It is significant that the parent advisor learn each family's values and customs along with the beliefs and cultural background.

5. (1) Laundry can be used as an experience in sorting, matching, and/or counting.

   (2) Cooking activities are great sensory experiences in measuring and counting,

Pre-Session Reading Assignment #2, Unit 1

SKI•HI Resource Manual:
Read pages 26-83.
Skim pages 87-149.

This section contains the following information for parent advisors about SKI•HI home programming and about gathering, sharing, and using information.

* Roles of a Parent Advisor
* Characteristics of Effective Parent Advisors
* Information Gathering, Sharing, and Use
-- Partnershipping
-- Variety of Measures and Information Sources
-- Family Values, Beliefs, and Cultural Background
-- Family-Focused Interview
-- Gathering Information About the Child
-- Communication Skills
-- SKI•HI Information Gathering and Use

Self-Check on Pre-Session Reading Assignment #2

Instructions: In order to focus on several major concepts in this section, use short answers to complete and/or answer the statements below.

1. In the parent advisor role of understanding the family (pp. 27-29), what will the parent advisor need to be aware of?

2. Some of the important characteristics of an effective parent advisor, as stated by parents and parent advisors in a nationwide survey, can be summarized as follows (p. 39):

3. In being sensitive to family values, beliefs, and cultural background (p. 57), a parent advisor is often required to:

4. Three models of team organization currently exist to conduct information gathering and intervention. They are (pp. 61-62):

5. When does the family-focused interview (p. 63) as a process begin and what does it consist of?

6. How does the SKI•HI process for information gathering and use (p. 73) employ weekly information gathering and use as the main source of information?

Answer Key for Self-Check on Pre-Session Reading Assignment #2

1. The families' structure and function.
   Manifestations of the mourning process.
   How the presence of a parent advisor and the SKI•HI Program affects the family.
   The cultural beliefs, interpersonal styles, attitudes of family members.

2. A genuine caring attitude towards children with hearing loss and their families
   Understands himself/herself
   Thorough knowledge of curriculum resources
   The ability to observe the family and the child, and listen to family members.

3. Put aside the values or conventions with which he or she grew up.
   Learn about and respect very different values and conventions in the families with whom he/she is working.

4. Multidisciplinary
   Interdisciplinary
   Transdisciplinary

5. The family focused interview (p. 63) is a process or ongoing conversation which begins with the initial contact between the service agency and family and continues throughout programming.

6. The SKI•HI process for information gathering and use (p. 73) employs weekly information gathering and use as the main source of information. Each visit should be part of the ongoing information-gathering process....Each week, as the parents and parent advisor observe the child and write down their observations, they can discuss them and determine how the child is doing in the target domains as well as in other areas they may have noted....By the end of the visit, the parents and parent advisor decide what they want to do at the next home visit.

Pre-Session Reading Assignment #3, Unit 1

Please read the following two sections from the SKI•HI Institute Core Resource Unit on Partnershipping for Families and Parent Advisors/Early Interventionists:

- Chapter 1
- Chapter 6

Self-Check on Pre-Session Reading Assignment #3

Instructions: Fill in the blanks after you have completed the reading.

Chapter 1

The family-parent advisor partnership can be one of the most rewarding and meaningful of all relationships. Unfortunately, relationships between parents and professionals have not always been caring and personal, but have included various degrees of conflict and frustration. Some basic issues emerge as to why those problems and conflicts exist. When parents and professionals understand these issues, they can be more understanding of each other and work toward building their relationships.

Space is provided below to write down at least one main point or comment about each of these basic issues.

1. Intellectual vs Emotional Involvement:

2. Parent and Professional Stresses:

3. Voluntary vs Involuntary Involvement:

4. Professional Dominance:

5. Focus on the Abstract vs the Practical:

6. Focus on the Problem vs the Child:

7. Stereotypes and Mistaken Impressions:

Chapter 6: PROMOTING OPEN, TRUSTING, BALANCED RELATIONSHIPS

CLIMATES THAT PROMOTE TRUSTING, OPEN, BALANCED RELATIONSHIPS

Space is provided below to write in at least four of the suggested climates with a main point or comment.

1. A climate of ________________________________
   Main point:

2. A climate of ________________________________.
   Main point:

3. A climate of ________________________________.
   Main point:

4. A climate of ________________________________.
   Main point:

IDEAS TO PROMOTE OPENNESS AND MUTUAL TRUST

Choose at least three of the suggestions under each of the three headings below that have meaning for you. Write the main point of the suggestion and note one of your parent-professional partnerships in which you might use that suggestion.

Promoting Mutual Respect and Trust

1.

2.

3.

Promoting Openness

1.

2.

3.

Promoting Shared Perspective and Commitment

1.

2.

3.

ACHIEVING BALANCE IN PARENT/PARENT-PARENT/PARENT ADVISOR RELATIONSHIPS

Choose one of the five types of balance discussed in the section -- one, perhaps, that has particular meaning for you or that you could begin to develop now in one of your partnerships. (1) Write that balance below and (2) write down (a) one main point about it, (b) one challenge or pitfall you foresee in your attempts to implement this balance, and (c) one characteristic you will need to have in bringing about this balance.

1. Balancing ____

2. a.

 b.

 c.

Pre-Session Reading Assignment #4, Unit 1

A copy of the 11-page booklet, The Art of Home Visiting, by Gail Calvello, has been reprinted with permission in this print package. Please read for ideas that strike you, perhaps because they are not discussed in the SKI•HI Resource Manual or because they clarify ideas discussed in that manual.

Self-Check on Pre-Session Reading Assignment #4

Space is provided below for you to write at least five of these ideas, with comments on how they are meaningful to you.

1.

2.

3.

4.

5.

Pre-Session Reading Assignment #5, Unit 1

Read the enclosed article included in this unit, Family Involvement in Early Intervention: Accepting the Unchangeable, Changing the Changeable, and Knowing the Difference.

Self-Check on Pre-Session Reading Assignment #5

Involving Families

Write down key points or insights you gleaned from reading the article that you feel will help you in involving family members.

UNIT I

Overview and Introduction to the SKI-HI Program and its Family-Centered Principles

Session

Purpose of the Unit

The purpose of this unit is to acquaint the participant with the SKI•HI Program, its philosophical basis and the principles inherent in the SKI•HI family-centered approach to early home programming. The unit emphasizes how SKI•HI can help meet the unique needs of families with infants and young children who are deaf or hard of hearing. In addition, it provides an understanding of the role of the parent advisor in SKI•HI programming, and introduces the participant to some of the family-centered practices in the family-parent advisor partnership.

Objectives for Unit 1

1. Discuss the role and focus of the SKI•HI Program in the area of early intervention
   Activities:
   - Answering questions on the short-answer study guide for the pre-session reading assignment on the SKI•HI Program from the article "SKI•HI Home Intervention for Families with Infants, Toddlers, and Preschool Children who are Deaf or Hard of Hearing."
   - Participating in an in-session discussion about the role and focus of SKI•HI.
   - Assignment.

2. Describe the roles and characteristics of a parent advisor in SKI•HI Programming.
   Activities:
   - Answering questions on the short-answer study guide for the pre-session reading assignment in the (a) SKI•HI Resource Manual, and (b) The Art of Home Visiting.
   - Analyzing a video tape of a parent advisor, parent, and child in a home visit, and participating in a related session discussion of roles and characteristics of an effective parent advisor.
   - Assignment.

3. Discuss and demonstrate ways in which family-professional partnership and cultural sensitivity can be present in all aspects of a SKI•HI early intervention program.
   Activities:
   - Answering questions on the short-answer study guide for the pre-session reading assignment in (a) the SKI•HI Resource Manual, and (b) the SKI•HI Institute Core Resource chapter 1 and 6.

- Participating in a multi-site guided discussion of partnershipping.
- Participating in an in-session group activity brainstorming application of partnership on the job.
- Participating in an in-session activity relating to cultural sensitivity.
- Analyzing and discussing videodisc clips of family-focused interviewing.
- Participating in a scripted role play activity on the Family Focused Interview.
- Choosing to complete the post-session assignment option of conducting a family focused interview with a family and, jointly with the family, reporting the experience.
- Assignment.

4. Discuss the SKI•HI approach to teaming, family involvement, record keeping, and development of home visit plans.

Activities:

- Answering questions on the short-answer study guide for the pre-session reading assignment on information gathering, goal-setting, developing and implementing the Individualized Family Service Plan (IFSP), teaming, and planning and implementing home visit plans.
- Answering questions on the short-answer study guide for the pre-session reading assignment Family Involvement in Early Intervention: Accepting the Unchangeable, Changing the Changeable, and Knowing the Difference.
- Assignment.

History of SKI•HI

- SKI•HI started in 1971
- Outreach began in 1975
- Now used in about 375 agencies in 44 states and one Canadian province
- Serves approximately 5,000 children and their families per year nationwide

Underlying Philosophy

1. **As close to birth as possible**

   a. An effective intervention program for children with hearing loss must begin as close to birth as possible.

   b. It is important to take advantage of the ____________________ years of life for optimal ____________________ development.

2. **Delivered in the home**

   a. An intervention program is most effective when delivered in the home if the family so chooses, or if delivered in the center, the parents are involved and ideas for home application are given.

   b. In the home, parents and parent advisor can decide the most appropriate ways to use new skills with the people, _____________, and objects in the ___________________ own environment.

3. **Family-centered**

   a. An early intervention program must be family-centered to be effective.

   b. SKI•HI is based on the principle that the family is the most ____________________ element in the child's life and _____________________.

   c. The early home-based program is there to _______________, assist, and advise the parents and other family members.

Family-Centered Programming Principles

1. **Partnership between parents and parent advisor**
   a. "Partnership" may be defined as a__________ of mutual respect between two or more competent persons who have agreed to commit and share their knowledge, skills, and ______________ in meeting the needs of a child.
   b. Each partner brings individual __________ and skills to the partnership.
   c. A true parent-professional partnership cannot be totally driven or managed only by the parent advisor or only by the __________.

2. **Sensitivity and responsiveness to family individuality and cultural background**
   a. Effective work with families must consider each family's values and ______________.
   b. A parent advisor may need to learn about and __________ beliefs very different from ones with which she or he grew up.
   c. One very important way that differing values are developed is through ______________ background.

3. **Teaming with other professionals**
   a. The family of a young child who is deaf or hard of hearing very likely will be working with more than one ___________.

b. Because each child is a uniquely integrated whole person, and because the problems of very young children can be too ____________ to be addressed by only one discipline, the professionals and parents working with the child must work well together as a ________________.

4. **Honoring families' choices in all aspects of programming**
   a. The parents and professional will not always agree on the _______________ for desired outcomes and services.
   b. Parents and parent advisor will be called upon to negotiate using mutual _______________.
   c. In the end, the parents' priorities will ultimately determine the __________________ of programming.

5. **Building on the strengths of the children and families**
   a. The parent advisor can help the families identify their child's ____________, their own inner resources, and their external resources.
   b. The parent advisor can help the family decide how to use their ___________.

6. **Flexibility in respecting and helping meet families' needs**
   a. The early interventionist will want to learn about the family's functioning style and then give that family an opportunity to _________ that functioning style to address needs.
   b. The parent advisor needs to avoid thinking of situations as black or white, right or wrong, or either-or. Instead, the parent advisor should start where the family is.

SKI•HI Overview

Notes, questions, applications of program

Roles and Characteristics of a Parent Advisor in SKI•HI Programming

Supporting and Encouraging the Family

- Supporting the parent-infant relationship
- Listening to the family
- Respecting family values
- Accepting family feelings
- Exhibiting empathy and sensitivity
- Demonstrating honesty and consistency
- Being an information source

Understanding the Child and Helping the Family Determine Child Needs

- Listening to the family
- Gathering information
- Collaborating on assessment
- Observing the child

Helping the Family Determine its Needs

- Learning family structure
- Being sensitive to the mourning process
- Observing interaction between family and other professionals
- Observing how EI program affects family
- Asking about priorities and concerns

Conducting Effective Home Visits and Associated Services

- Guidelines for effective home visits
- Areas of focus
- Knowledge of content
- Content and individual situations
- Working with team (long/short range goals)
- Effectiveness of the visit
- Home visit plans
- Adapting plan to situation
- Effectiveness of the visit

Video Observation of Home Visit - Roles of the Parent Advisor

1. What roles of a parent advisor are demonstrated?

2. What characteristics of an effective parent advisor do you see Barbara demonstrating?

3. What questions do you have about this home visit?

Partnership in Early Intervention

- Unique roles for each partner
- Mutual respect
- Sensitivity and appreciation of each other, child, and self
- Flexible, open, trusting, balanced relationship
- Shared perspective and commitment
- Good communication
- Creative enabling techniques

Cultural Sensitivity

Some Considerations in Cultural Sensitivity and Competence

- Demonstrating a desire to learn about the family's culture
- Recognizing family interaction systems, religious practices, and views about health, healing, disability, and education
- Recognizing individuality of each family
- Becoming acquainted with the family's cultural community
- Examining ways to facilitate the accessing of services
- Acknowledging that we all have our prejudices and tendencies to judge the practices of other cultures
- Appropriately using an interpreter
- Helping other professionals learn about values and practices of the family, and the challenges being faced
- Being sensitive to the demands of being a minority within a majority
- Actively monitoring our practices to make certain we are being clear as well as sensitive to the family

Question for Reflection: What can We Do to Promote Cultural Sensitivity?

What can I try as an individual?

What can my program try?

Family Focused Interview

Sharing information needed for programming

- Ongoing conversation
- Discussing status from family's point of view
- Discovering resources, concerns, priorities
- Facilitating goal-setting
- Determining plan of action

(See Activity Sheet, Video Observation: "Bad" and "Good" Examples of Family-Focused Interviewing, for analytical activity.)

Teaming

Why a Team Approach to Early Intervention?

- Child is an Integrated and Interactive Whole, Rather than a Collection of Separate Parts
- Child's Special Needs Too Complex to be Addressed by a Single Service Provider or a Single Discipline
- Family Situations and Needs are Complex
- Teaming Provides an Integrated and Interactive Process for All Team Members: Family and Various Disciplines
- Teaming Makes Possible Continuing Self-Examination and Self-Monitoring by Each Member and the Whole Team
- Teaming Empowers Its Members to Become Collectively and Individually Committed to the Desired Outcomes
- The Team Approach Allows Each Family to Determine Its Level of Participation and Responsibility on the Team

Working with family to clarify resources, concerns, priorities, desired outcomes

- Attending meetings
- Contributing professional expertise
- Helping family carry out action plan
- Collaborating with other team members
- Extending, enriching, expanding, exchanging, releasing, and supporting roles of the team
- Participating in periodic evaluations

Underlying Philosophy

1. **As close to birth as possible**

   a. An effective intervention program for children with hearing loss must begin as close to birth as possible.

   b. It is important to take advantage of the _early_ years of life for optimal _language_ development.

2. **Delivered in the home**

   a. An intervention program is most effective when delivered in the home if the family so chooses, or if delivered in the center, the parents are involved and ideas for home application are given.

   b. In the home, parents and parent advisor can decide the most appropriate ways to use new skills with the people, _activities_, and objects in the _childs_ own environment.

3. **Family-centered**

   a. An early intervention program must be family-centered to be effective.

   b. SKI-HI is based on the principle that the family is the most _important_ element in the child's life and _development_.

   c. The early home-based program is there to _support_, assist, and advise the parents and other family members.

Family-Centered Programming Principles

1. **Partnership between parents and parent advisor**
   a. "Partnership" may be defined as a relationship of mutual respect between two or more competent persons who have agreed to commit and share their knowledge, skills, and experience in meeting the needs of a child.

   b. Each partner brings individual resources and skills to the partnership.

   c. A true parent-professional partnership cannot be totally driven or managed only by the parent advisor or only by the parent.

2. **Sensitivity and responsiveness to family individuality and cultural background**
   a. Effective work with families must consider each family's values and customs.

   b. A parent advisor may need to learn about and respect beliefs very different from ones with which she or he grew up.

   c. One very important way that differing values are developed is through cultural background.

3. **Teaming with other professionals**
   a. The family of a young child who is deaf or hard of hearing very likely will be working with more than one professional.

b. Because each child is a uniquely integrated whole person, and because the problems of very young children can be too complex to be addressed by only one discipline, the professionals and parents working with the child must work well together as a team.

4. **Honoring families' choices in all aspects of programming**

   a. The parents and professional will not always agree on the priorities for desired outcomes and services.

   b. Parents and parent advisor will be called upon to negotiate using mutual respect.

   c. In the end, the parents' priorities will ultimately determine the direction of programming.

5. **Building on the strengths of the children and families**

   a. The parent advisor can help the families identify their child's strengths their own inner resources, and their external resources.

   b. The parent advisor can help the family decide how to use their strengths.

6. **Flexibility in respecting and helping meet families' needs**

   a. The early interventionist will want to learn about the family's functioning style and then give that family an opportunity to use that functioning style to address needs.

   b. The parent advisor needs to avoid thinking of situations as black or white, right or wrong, or either-or. Instead, the parent advisor should start where the family is.

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. I rate my degree of interest in this class session as:

Low 1 2 3 4 5 High

2. I rate the value received from this class session as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate the media support as:

Low 1 2 3 4 5 High

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

UNIT 1

Overview and Introduction to the SKI•HI Program and its Family-Centered Principles

Post-Session Assignment

Assignment

Choose one of the following assignments:

1. Conduct a family focused interview with a family with whom you work. Together with one or more family members, write a summary of the interview and include the following:

   a. Description of family; i.e., child who is deaf or hard of hearing (or has another special need), other family members.
   b. Who attended the family focused interview, where was it held.
   c. Preparations that were made, both by family and by parent advisor.
   d. Main parts of the meeting, how long it took.
   e. Summary of what was learned in the meeting.
   f. Outcomes.
   g. Family's impressions, parent advisor's impressions.

2. Work in partnership with a family to accomplish a particular goal or task. Apply principles of partnership included in this unit. Examples of a goal or task might be:

   a. Decide on objectives for next week's visit and come up with general ideas on activities/setting for working on the objectives.

   b. Carry out a home visit plan, including the sharing of information and doing a learning activity.

c. Brainstorm solutions to a current situation (such as involving more members of the family, accommodating to a change in the parents' work schedule, dealing with a sensitive situation with a team member or collaborating agency) and come up with a plan and first steps.

d. Help someone (inside the family or outside) to understand the importance of some aspect of programming.

e. Join with one or more family members in writing a description of what was accomplished. Include the following:

(1) Description of family; i.e., the child who is deaf or hard of hearing (or has another special need), other family members.
(2) Description of the partnership activity.
(3) Who was involved in the activity.
(4) Partnership principles that were applied.
(5) Results of the activity. Impressions of whether or how partnership was achieved.

3. Reflective activity pulling together the parts of this unit. Think of three aspects of your current job and write specifically how you can apply the principles and ideas discussed in this unit. You may be applying these principles already; please describe how you are doing so. If this unit has made you think of new ways in which you can apply them, please describe.

Include the following:

a. Description of each of the three areas in your job.

b. Description of how you can apply at least three of the principles/ideas in each of these three areas.

Getting Started

Space is provided on this sheet for questions you have about getting started with a family in home intervention (a major topic for Unit 2).

Questions about getting started

Answers/solutions

Review What You Have Learned

- **Roles and Characteristics of a Parent Advisor in SKI•HI Programming**
- **Ways in Which Family-Professional Partnership and Cultural Sensitivity Can Be Present in All Aspects of a SKI•HI Early Intervention Program.**
- **Understanding of How to Conduct a Family-Focused Interview.**
- **The SKI•HI Approach to Teaming, Involving Families, Goal Setting, Record Keeping, and Development of Home Visit Plans.**

What Good Family-Centered Techniques Does Pam Winton Use?

Results	Techniques Used
1. Respect for each family member.	
2. Security of knowing what the meeting is about.	
3. Positive atmosphere	
4. Open-ended questions	
5. Comfort level for family members.	
6. Listening, not lecturing	

Video Observation: "Bad" and "Good" Examples of Family-Focused Interviewing

"Bad" or "Traditional" Examples: What does the parent advisor do that makes this interview unsuitable? Give some examples. What is the probable effect on how the family views early intervention?

"Good" Example: What does the early interventionist do to obtain a great deal more information from the family? What good examples of interaction did you see? What is a probable effect on the family?

SKI-HI Home Intervention for Families with Infants, Toddlers, and Preschool Children who are Deaf or Hard of Hearing

Barbara Glover, M.S.,
Susan Watkins, Ed.D.,
Paula Pittman, M.S.,
Dorothy Johnson, M.S.,
Don Barringer, Ph.D.
SKI-HI Institute
Utah State University
Logan, Utah

The SKI-HI program is a complete home-based family support program for families with infants, toddlers, and preschoolers, ages birth to 5, who are deaf or hard of hearing. SKI-HI has been implemented by approximately 250 agencies throughout the United States and in Canada and annually serves about 4,000 families with infants, toddlers, and preschoolers who are deaf or hard of hearing. This unique program will be explored in this article through a discussion on the rationale for early home intervention, development and description of the SKI-HI program, family-centered home-based SKI-HI services, efficacy of SKI-HI programming, SKI-HI training, and becoming a part of the SKI-HI network.

SKI-HI programming supports and serves families with young children who are deaf or hard of hearing with a complete home-based program. With funding from the U.S. Department of Education, Office of Special Education and National Diffusion Network, the SKI-HI Program has been implemented throughout the United States by agencies serving families with very young children who are deaf or hard of hearing. This article

Infant-Toddler Intervention.
The Transdisciplinary Journal (Vol. 4, No. 4, pp. 319-332)
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FOUNDATIONS OF BUILDING AND ENHANCING THE PARENT - PARENT ADVISOR PARTNERSHIP

(FOR PARENTS AND PARENT ADVISORS)

(One module in a series of modules currently being developed at the SKI-HI Institute. Other modules include: Family Partnerships: Working Directly with Families In The Home; Family Partnerships: Family Diversity, Cultural Diversity, Working with Individual Family Members; and Team Partnerships)

SKI-HI Institute

Utah State University

Logan, Utah

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SKI-HI Institute

Utah State University

Logan, Utah

THE ART OF HOME VISITING

by Gail Calvello

The home is a natural, ecologically valid place to work with infants and their parents (Carson, 1966; Larner & Halpern, 1987; Moran,1985). Many early intervention programs offer home visits as part of their array of services. As public schools implement Public Law 99-457 and provide services to at-risk or handicapped infants and their parents, teachers will be required to make home visits.

The purpose of this paper is to clarify this new role for teachers by:

1. identifying roles and responsibilities of a home visitor
2. suggesting prerequisite competencies for a home visitor
3. offering practical suggestions for a home visit
4. discussing issues encountered in the home visit process

The observations and suggestions offered in this paper are based on the author's experience as a home visitor for infants and school-aged children, in several programs serving divergent populations.

ROLES AND RESPONSIBILITIES OF THE HOME VISITOR

Specific objectives of a home visitor will be linked to program philosophy and goals, and will reflect your area of expertise, e.g., intensive care nursery follow-up, public health nurse, parent-infant educator. Whatever the specific program focus, the following roles and responsibilities are shared by most home visitors:

1. To support the parent-infant relationship.
2. To listen to parental concerns and observations.
3. To respect family values.
4. To support parents in their role as advocates for their child.
5. To serve as an advocate for the infant and family.
6. To assess infant development.
7. To offer specific suggestions and activities for promoting the infant's development and well-being.
8. To provide information about community resources.

Werner, E.E., & Smith, R.S. (1989). *Vulnerable but invincible: A longitudinal study of resilient children and youth.* New York: Adams Bannister Cox.

Weston, D.R., Ivins, B., Zuckerman, B., Jones, C., & Lopez, R. (1989). Drug exposed babies: Research and clinical issues. *Zero to Three, IX*(5), 1–7.

Whitman, B., Accardo, P., Boyert, M., & Kendagor, R. (1990). Homelessness and cognitive performance in children: A possible link. *Social Work, 35,* 516–519.

Willis, W. (1992). Families with African American roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (pp. 121–150). Baltimore: Brookes.

Yogman, M.W., & Brazelton, T.B. (Eds.). (1986). *In support of families.* Cambridge, MA: Harvard University Press.

Zigler, E.F., & Gilman, E.P. (1990). An agenda for the 1990s: Supporting families. In D. Blankenhorn, S. Bayme, & J.B. Elshtain (Eds.), *Rebuilding the nest: A new commitment to the American family* (pp. 237–250). Milwaukee, WI: Family Service America.

Zuniga, M. (1992). Families with Latino roots. In E.W. Lynch & M.J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with young children and their families* (pp. 151–179). Baltimore: Brookes.

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Family Involvement in Early Intervention: Accepting the Unchangeable, Changing the Changeable, and Knowing the Difference

Richard P. Brinker, *University of Illinois at Chicago*

This article provides a conceptual critique of the effort to define and judge early intervention in terms of the extent to which it is family centered. Transactional models of child development have demonstrated the extent to which family and other ecological characteristics can influence development of children beyond the influences of their biological characteristics. Although the transactional model leads interventionists to recruit wider aspects of the child's ecology to enhance the child's development, it does not necessarily lead to a family-centered model within which the child's concerns are expressed as part of the family's concerns. Three criticisms are raised that should be addressed before adopting a family-centered model of early intervention. First, the definition of *family* is indeterminate for individual American families, because individual family members have different and at times conflicting definitions of their family. Therefore, definition of a family's concerns is a process of negotiating a collective concern from individual family members' concerns. Second, early interventionists bring their own conceptions of the meaning of family to their work, which may reflect a disparity between interventionist and family being served. Third, empirical research about family processes and their relationship to individuals' development is inadequate at this time to guide family-centered interventions. The understanding of family dynamics may occur in some relationships with early interventionists, but only as a function of the intimacy the family is willing to allow. Insistance on family-centeredness requires a greater intrusion into family life unless one family

TECSE 12(3), 307-332 (1992)

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Appendix 2

Evaluation Forms

SKI•HI DISTANCE EDUCATION **UNIT 7**
CLASS SESSION FORM

DATE: ____________________________________

SITE: ____________________________________

(circle number)

1. I rate my degree of interest in this class session as:

Low 1 2 3 4 5 High

2. I rate the value received from this class session as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate the media support as:

Low 1 2 3 4 5 High

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION **UNIT 10**
OVERALL EVALUATION FORM

DATE:____________________________________

SITE: ____________________________________

(circle number)

1. I rate my degree of interest in this class session as:

Low 1 2 3 4 5 **High**

2. I rate the value received from this class session as:

Low 1 2 3 4 5 **High**

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 **High**

4. I rate the media support as:

Low 1 2 3 4 5 **High**

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION SITE FACILITATOR EVALUATION FORM

DATE:__________________________________

SITE: __________________________________

(circle number)

1. Participants' degree of interest in this course:

Low 1 2 3 4 5 High

2. I rate the media support as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate participants' ability to hear and understand audio as:

Low 1 2 3 4 5 High

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION OUTSIDE EVALUATOR FORM

DATE:________________________________

SITE: ________________________________

(circle number)

1. Participants' degree of interest in this course:

Low 1 2 3 4 5 High

2. I rate the media support as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate participants' ability to hear and understand audio as:

Low 1 2 3 4 5 High

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION **UNIT 10**
VIDEODISC EVALUATION FORM

DATE: ____________________________

SITE: ____________________________

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

Low 1 2 3 4 5 **High**

2. I rate the information on the videodisc in support of the instructor as:

Low 1 2 3 4 5 **High**

3. I rate the effectiveness of the videodisc as:

Low 1 2 3 4 5 **High**

4. I rate the ease of use of the videodisc as:

Low 1 2 3 4 5 **High**

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are:

Appendix 3

Follow-up Survey Forms

FOLLOW-UP QUESTIONNAIRE FOR PARTICIPANTS
SKI•HI Distance Education Training, 1996-98

The staff of the SKI•HI Distance Education Project would greatly appreciate your input on this project, now that you have had a chance to assimilate and use the training you received.

Your Name ______________________________ Position ________________________________

Area(s) of Specialization in Your Educational Preparation or Training ____________________
____

Year you received the SKI•HI Distance Education training ______________________________

Training location ____

1. Have you used the training in your work? (Please circle) Yes No How used:

   a. Delivered the SKI•HI program to families, infants and young children in the home? Please describe:

   b. Delivered the SKI•HI program to families, infants and young children in other settings? Please describe:

   c. Used the SKI•HI program or portions of the program in a center-based setting with children? Please describe use and give ages of children:

   d. Used information gained in the training with families or children in home or center? Please describe information used and how used; give ages of children

   e. Other (Please describe)

SKI•HI Distance Questionnaire, page 2

2. How useful has this training been in your work? (Please circle one)

   Not useful   Somewhat useful   Useful   Very useful

   In what way?

3. How many children or families have you worked with using the information gained from the SKI•HI Distance Education training? _______ children _______ families.
   How many other individuals have you worked with using this information? ______
   Comments:

4. Are there supervisors, parents, or colleagues who would be willing to complete a short questionnaire concerning the impact of the SKI•HI programming, through you, on services to children and families or other services? If yes, please give the name(s), address(es), and telephone number(s) of the person(s), as well as their position(s)

5. Are there any other comments you would like to make?

Thank you so much for your original participation in the SKI•HI Distance Education training course and for your help with this follow-up questionnaire! Best wishes in all you do!
Please fax or mail your response to Dorothy Johnson, SKI•HI Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, Fax (435) 797-5580, Phone (435) 797-5595.

QUESTIONNAIRE FOR STATE DIRECTORS/COORDINATORS
SKI•HI Distance Education Training, 1996-98

The staff of the SKI•HI Distance Education Project would greatly appreciate your input on this project. Please write responses as extensively as you like, on a separate sheet of paper.

1. Do you feel this course gave people in your state the kind of training they need to deliver family-centered early intervention programming to infants, toddlers, and preschoolers who are deaf or hard of hearing using the SKI•HI program? Please give your comments.

2. How did you identify the training participants? What content, technology, or other features of this type of training made it appropriate for the participants you had? What content, technology, or other features made it inappropriate?

3. What comments do you have about the home assignments:

    a. Number, scheduling, scope, variety

    b. Having the instructor grade the assignments versus having the facilitator check whether the assignment was done and have instructor grade only the mid-term and the final assignments.

    c. Discussing the participants' experiences with the assignments at the beginning of the class time each week.

    d. Other

4. What comments do you have about the mechanics and logistics of the course; e.g.:

    a. Selection, training, placement of site facilitators

    b. Duties of site facilitators

    c. Equipment

    d. Location and set-up of the training site(s)

    e. Time of day

    f. Number and scope of units

    g. Number and length of on-site sessions

    h. Preparing participants for the technology, format, and home assignments

    i. Other

SKI•HI Distance Questionnaire, page 2

5. Do you plan or are you considering using this approach as a training option in your state?
   Please give your comments.

6. For other states desiring to use this training option, what recommendations do you have for:

   a. Organizing the training

   b. Having the needed equipment

   c. Site facilitator selection, training, pay, duties, back-up

   d. Location and characteristics of training site, ancillary personnel needed, other training site considerations

   e. Need for a person at the state or regional level for supervision, monitoring, technical assistance, or consultation

   f. Participant recruitment, selection, registration, support

   g. How participants need to be prepared for the course

   h. Training manuals and resource materials

   i. Arrangements for guest speakers, families or children for assignments

   j. Follow-up with and use of the services of the trained personnel after training

   k. Other

7. Could you please write your suggestions or comments about any other aspect we may have missed.

Thank you so much for all you did to give this new alternative training method a chance. And thank you for taking the time to answer our questionnaire. Please fax or mail your responses to:

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6500 Old Main Hill
Logan, UT 84322-6500
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Formative Evaluation

of

SKI-HI

Distance Education

Pilot

June 11, 1996

OVERVIEW

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 9

WEEK 10

OVERALL

VIDEO

SITE FACILITATOR

ONSITE VISIT

RECOMMENDATIONS

APPENDIX

OVERVIEW

Hi Hope

	degree of interest	value received	effectiveness of print	media support	average
Class 2	4.4	4.4	4.4	4.0	4.3
Class 3	5.0	4.7	4.1	4.0	4.4
Class 4	4.9	na	4.4	4.4	4.6
Class 5	na	na	na	na	na
Class 6	4.0	3.8	3.8	4.0	3.9
Class 7	4.5	3.8	4.2	4.7	4.3
Class 8	4.2	4.0	4.4	4.2	4.2
Class 9	4.5	4.5	4.0	4.5	4.4
Class 10	4.0	3.8	4.0	2.7	3.6
Total	4.5	4.2	4.2	4.1	4.2

NEOSERRC

	degree of interest	value received	effectiveness of print	media support	average
Class 2	3.4	3.0	3.6	3.1	3.3
Class 3	4.2	3.8	4.3	4.1	4.1
Class 4	4.3	4.0	4.2	2.8	3.8
Class 5	na	na	na	na	na
Class 6	3.7	3.0	4.0	2.5	3.3
Class 7	5.0	4.7	4.3	4.8	4.7
Class 8	4.7	4.3	4.1	4.4	4.4
Class 9	4.8	4.4	4.4	4.0	4.4
Class 10	3.0	3.0	4.0	1.0	2.8
Total	4.3	3.8	4.1	3.6	4.0

Ogden

	degree of interest	value received	effectiveness of print	media support	average
Class 2	4.8	4.4	4.6	3.8	4.4
Class 3	4.8	4.4	4.2	4.4	4.4
Class 4	4.4	4.2	3.8	4.2	4.2
Class 5	4.8	4.0	4.6	4.6	4.5
Class 6	4.6	4.2	3.8	4.2	4.2
Class 7	5.0	4.4	4.4	5.0	4.7
Class 8	4.8	4.2	3.8	4.6	4.4
Class 9	4.6	4.4	5.0	4.8	4.7
Class 10	4.6	4.6	4.2	3.5	4.2
Total	4.7	4.3	4.3	4.4	4.4

All

	degree of interest	value received	effectiveness of print	media support	average
Class 2	4.2	3.9	4.2	3.6	4.0
Class 3	4.5	4.1	4.2	4.2	4.2
Class 4	4.4	4.1	4.0	3.5	4.0
Class 5	4.8	4.0	4.6	4.6	4.5
Class 6	4.1	3.5	3.9	3.2	3.7
Class 7	4.8	4.3	4.3	4.8	4.6
Class 8	4.6	4.2	4.1	4.4	4.3
Class 9	4.6	4.4	4.4	4.4	4.4
Class 10	4.3	4.2	4.1	3.0	3.9
Total	4.5	4.1	4.2	4.0	4.2

Week 2

Valuable or significant:

- Learning about partnershipping
- Group discussions
- Learning about interviewing family
- Discussion about articles

Would have been more valuable if:

- Sound on video tape was clear
- Less time socializing by phone
- Faster pace
- Time to dwell on some topics
- More onsite discussion

Week 3

Valuable or significant:

- Introduction to Deaf culture
- Excellent video
- The articles
- Onsite discussions

Would have been more valuable if:

- A Deaf adult had spoken to us
- Discussed getting started with different family dynamics
- We had a bibliography of resources for families
- We reviewed homework assignments
- Get more info on psycho emotional support

Week 4

Valuable or significant:

- Topics under community interaction
- Going through a lesson plan
- Onsite discussion

Would have been more valuable if:

- There were more discussion among ourselves
- We, on site, could share lesson plans
- There were more time to cover the material
- The video tape segments were of a better quality

Week 5

Valuable or significant:

- Walking through audiograms

Would have been more valuable if:

- We spent more time on the practicum
- There were fewer games and more time for in depth material

Week 6

Valuable or significant:

- * The video and case studies
- * Watching others

Would have been more valuable if:

- * We had more sharing and problem solving time in our group
- * The captioning had not covered up the children in the video
- * It had moved faster
- * Better video tape quality

Week 7

Valuable or significant:

- Seeing successful use of each methodology
- Dialogue on dilemma of parents choosing a methodology
- Opportunity to teach each other
- Good video tape quality

Would have been more valuable if:

- We could have practiced in class
- We had someone from each methodology come to class
- Had some not so ideal family examples
- Needed more information about the hearing loss of the children in the videos

Week 8

Valuable or significant:

- The video of the parent advisor
- Sign language tapes
- Quality of the video tape was good
- Sharing resources from last week's assignment

Would have been more valuable if:

- Adults from aural/oral and TC come to class to share about their chosen method
- Cross site discussion 1st half and onsite discussion 2nd half.
- Less lecture
- More tips

Week 9

Valuable or significant:

- Discussion of the Deaf Mentor Program
- Petra's discussion of ASL
- Readings were good

Would have been more valuable if:

- Petra had done her presentation in person
- More input from people in Deaf Mentor Program
- Less trivia games

Week 10

Valuable or significant:

- Working together as a group
- Writing an IFSP

Would have been more valuable if:

- We had more time for the group work
- More videos, fewer discs
- Had gone over the examples

Hi Hope

Video Disc

	Pace	Information	Effectivness	Ease of Use	Average
March	3.0	3.3	3.3	3.7	3.3
May	na	na	na	na	na
Total	3.0	3.3	3.3	3.7	3.3

Hi Hope

Overall

	Interest	Value	Print	Media	Average
Overall	4.8	4.4	4.4	3.8	4.4

Hi Hope

Site Facilitator

	Interest	Media	Print	Audio	Average
Facilitator	5.0	4.3	4.3	4.7	4.6

NEOSERRC

Video Disc

	Pace	Information	Effectivness	Ease of Use	Average
March	3.4	2.9	2.9	3.6	3.2
May	3.0	1.0	1.0	2.0	1.8
Total	3.3	2.7	2.7	3.4	3.0

NEOSERRC

Overall

	Interest	Value	Print	Media	Average
Overall	5.0	4.0	5.0	5.0	4.8

NEOSERRC

Site Facilitator

	Interest	Media	Print	Audio	Average
Facilitator	5.0	4.2	4.4	4.8	4.6

Ogden

Video Disc

	Pace	Information	Effectivness	Ease of Use	Average
March	4.6	4.6	4.4	4.2	4.4
May	2.6	3.0	2.8	4.2	3.2
Total	3.6	3.8	3.6	4.2	3.8

Ogden

Overall

	Interest	Value	Print	Media	Average
Overall	5.0	4.8	4.6	4.8	4.8

Ogden

Site Facilitator

	Interest	Media	Print	Audio	Average
Facilitator	5.0	4.0	4.0		4.3

All

Video Disc

	Pace	Information	Effectivness	Ease of Use	Average
March	3.7	3.5	3.4	3.8	3.6
May	2.7	2.7	2.5	3.8	2.9
Total	3.4	3.3	3.2	3.8	3.4

All

Overall

	Interest	Value	Print	Media	Average
Overall	4.8	4.4	4.5	4.2	4.5

All

Site Facilitator

	Interest	Media	Print	Audio	Average
Facilitator	5.0	4.2	4.4	4.8	4.6

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WEEKLY EVALUATIONS

WEEK 2

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 3/5/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	2	4	
%				14	29	57	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					4	3	
%					57	43	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					4	3	
%					57	43	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	5	1	
%				14	71	14	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/5/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				5	1	1	
%				71	14	14	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n			1	5	1		
%			14	71	14		

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				4	2	1	
%				57	29	14	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n			1	4	2		
%			14	57	29		

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/5/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					1	4	
%					20	80	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					2	3	
%					40	60	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				2	2	1	
%				40	40	20	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 3/5/95

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				6	4	9	
%				32	21	47	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1	5	8	5	
%			5	26	42	26	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				4	8	7	
%				21	42	37	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1	7	9	2	
%			5	37	47	10	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
3/5/96

2 I enjoy learning more about deaf children and their families

3 Discussions of what to do during the initial interview

4 I like when we gather ideas from all sites and have some on-track discussions via the telephone

7 Stepping back and watching the interview. Seeing the parent reaction

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
3/5/96

3 Group discussion
articles
videos

4 flow on the written page - video clips

5 exchange among other members of my group

6 refreshers

7 I like the video clips and discussions afterward and the articles

Comments on Class Evaluation forms

Specific points which were valuable or significant to me were:

Ogden
3/5/96

1 Learning more about partnershipping. I hadn't thought about this as much before.

2 The small group discussions were most valuable. Many good ideas were brought up.

3 Discussion on partnershipping.

4 Discussion time at my own site with real life experiences shared by my colleagues.

5 Discussion on teams and what's working and not working in Utah in regards to a team approach.

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
3/5/96

2 It is valuable to me. Yes, it's really great being here

3 We had a little more time to complete activities

4 I would like more lecture time to get to the deeper level of discussions, not only at this particular site, but also with the other sites via telephone.

5 If we had more time to dwell into some topics

6 I feel because we have smaller groups than normal the amount of activities seems to large. Our group leans more to discussions on specific situations.

7 If I were more familiar with the books and colored pages. I feel a little lost flipping back and forth

Comments on class evaluation forms
The class session would have been more valuable to me if:

NEOSERRC
3/5/96

1 It could move more quickly through the parts when all sites are together. Small group discussion in our group is good because we come from diverse backgrounds.

3 Too much time discussing where we're going. (can summarize it quicker to help move along). Printed material labels minute aspects - belabored points.

4 The group could dialogue more from feedback from each other.

5 it wouldn't move so slow

6 refreshers were too slow - seemed to be meant for beginners

7 More material had been covered. The teaming exercise was not valuable.

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
3/5/96

1 It was all very good.

2 The video tapes were good, however, the sound was not real clear. Sometimes it was hard to understand.

3 It was valuable as it was.

4 Less time spent socializing via phones - more direct lectures with key points highlighted. I'd like a faster pace.

5 We have been able to adapt to fit Utah's circumstances and that has helped. The more we can do that the better.

WEEK 3

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 3/12/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n						7	
%						100	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	5	
%					29	71	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					6	1	
%					86	14	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2	3	2	
%				29	43	29	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 3/12/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1	4	3	
%				12	50	38	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				2	5	1	
%				25	62	12	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				2	2	4	
%				25	25	50	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				1	5	2	
%				12	62	25	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/12/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					1	4	
%					20	80	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				1	2	2	
%				20	40	40	

4. I rate the media support as

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

5. Specific points which were valuable or significant to me were

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/12/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	5	14	
%				5	25	70	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2	10	8	
%				10	50	40	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				3	10	7	
%				15	50	35	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				3	11	6	
%				15	55	30	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
3/12/96

1 It's exciting being here to learn.

2 Deaf culture, family emotional state (awareness of)

3 Talking about the separate views we each have on the deaf culture/cummunities. I also like the parents' opinions and suggestions tonight

4 How important connecting to the Deaf community help!

6 The articles - I got more out of them.

7 Finding out new information about technology that deaf individuals can use.

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
3/12/96

1 Site discussions, review of home work assignments

2 Move more quickly

3 Info about deaf community

4 Discussion of Deaf culture and other's experiences/opinions of this. Better pace tonight - especially in the beginning.

6 Info on Deaf culture and hooking parents up with them

7 The normalization of deafness - How nice to see parents appreciating their children not seeing it as a deficit

8 Local and inter-group discussions - pace better

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
3/12/96

1 To do more as a PA to expose families to the Deaf culture. I hadn't given that enough thought before. I really enjoyed the reading assignments #2 and #3. They were very helpful to me.

2 Positive influence of interaction with Deaf culture and community on the "hope" level of the parents for their child's future.

3 It was interesting to talk about the deaf culture especially with the different contrasting opinions about their associations with the deaf culture

4 I always learn from listening to parents comments. EX: helping parent dispel myths about deafness.

5 Excellent video

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
3/12/96

1 I understood how to comprehend it all.

4 Bibiography/resource materials as possibilities for families

5 I think that the questions are sometimes hard to understand what is wanted

6 We moved at a different pace. Somestime choppy. I am tired.

7 I knew most of the information talked about today, so new info would be more interesting

Comments on class evaluation forms
The class session would have been more valuable to me if:

NEOSERRC
3/12/96

1 We did not do the warm up activities - rather we review homework assignments - very valuable

2 Greater portions of in depth presentation via phone.

3 More focus on the Deaf culture

5 I would like more meat.

6 Get more into the meat of psycho emotional support

7 We really enjoyed our group discussion tonight

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
3/12/96

1 It was great!

2 A deaf/oral and/or deaf/signing adult had spoken to us

3 I would like to have discussed more about getting started. How to deal with different family dynamics, road blocks that families are facing etc.

4 I liked it the way it was. Great!

WEEK 4

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/19/96

SITE: Hi Hope (used Site Facilitator Evaluation Form)

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					1	6	
%					14	86	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
NA							

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					4	3	
%					57	43	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					4	3	
%					57	43	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/19/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					4	2	
%					67	33	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2	2	2	
%				33	33	33	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	3	2	
%				17	50	33	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1		4	1		
%		17		67	17		

5. Specific points which were valuable or significant to me were

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 3/19/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1	1	3	
%				20	20	60	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				1	2	2	
%				20	40	40	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				2	2	1	
%				40	40	20	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					4	1	
%					80	20	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 3/19/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1	6	11	
%				6	33	61	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				3	4	4	
%				27	36	36	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				3	9	6	
%				17	50	33	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n		1		4	9	4	
%		6		22	50	22	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

Comments on class evaluation forms

Specific points which were valuable or significant to me were:

Hi Hope
3/19/96

3 I like to hear from each site

4 Video of parents and sheets filled out to go with video

6 Separate discussions at sites

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
3/19/96

2 Discussions

3 Discussions among colleagues at the site.

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
3/19/96

1 All the topics under community interaction are valuable and interesting to me to discuss.

2 Discussing methodology with baby families, using older siblings to demonstrate on babies to prepare families for later stages.

3 The discussions on going through the lesson plan was very helpful.

4 Super video of Brachen and like dubbing stop, label, more, stop, label, loved it!

5 The importance of being more observant of my families that I work with; watching more closely for comm. attempts both from parents and kids.

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
3/19/96

3 We hardly had any time tonight to expand, share and take things in.

Comments on class evaluation forms
The class session would have been more valuable to me if:

NEOSERRC
3/19/96

1 The video tape segments had been of better quality

3 Positive videos

4 Better videos - more useful - may positive and negative videos

5 Some positive video showing positive excellent interactions

6 Would like to see examples of good parent/child interaction

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
3/19/96

1 Ohio - NEOSERRC and not belabored the "turn-taking" issue

2 We, on site, could share lesson plan and activities ideas that were successful to get ideas to use now.

3 Only more discussion amongst ourselves on given topics.

5 We could take more time on each of the topics. I feel like there is so much to learn and so much good information that I just couldn't digest it all. I know it's not possible but I would love to take several lessons each week and really get into them. There was just too much reading, etc. to really learn in one week, and then be able to discuss in one class.

WEEK 5

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 3/26/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					1	4	
%					20	80	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				2	1	2	
%				40	20	40	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					2	3	
%					40	60	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					2	3	
%					40	60	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
3/26/96

1 Learning more RE: audiograms, ways to explain to families

2 Walking through various situations and audiograms

3 The specific discussion on audiograms was the most valuable to me.

4 Learning more about the audiogram itself

5 It was well presented

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
3/26/96

1 We had spent the entire 3 hours to learn all the areas on the audiogram, terminology, types of tests and then time to ask questions about actual audiograms on our caseloads.

3 This session would have been more valuable if we had had more time on the last exercise - practicum

4 It could have been longer and more in depth - I know that's not possible but there is so much good info. to cover. I would rather not have some of the games and less of the activities and use our time to go in more depth on the subject matter. Even though those are fun, I just feel that our time would be better spent otherwise.

5 I like when we have the total group discussion so that we all learn together. It seems that more time could be spent on the audiogram.

WEEK 6

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 4/23/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1	4	1	
%				17	67	17	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				2	3	1	
%				33	50	17	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				2	3	1	
%				33	50	17	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n			1	1	1	3	
%			17	17	17	50	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 4/23/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n			2		3	2	
%			29		43	29	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n		1	2	1	4		
%		12	25	12	50		

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n			2		1	4	
%			29		14	57	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n		1	3	3	1		
%		12	38	38	12		

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 4/23/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					2	3	
%					40	60	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n					4	1	
%					80	20	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				2	2	1	
%				40	40	20	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				2		3	
%				40		60	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 4/23/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n			2	1	9	6	
%			11	6	50	33	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n		1	2	3	11	2	
%		5	10	16	58	10	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n			2	4	6	6	
%			11	22	33	33	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n		1	4	6	2	6	
%		5	21	32	10	32	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
4/23/96

1 Watching others, and literature

3 phases

4 I really liked the videos of locating. It was neice to see the responses of the child.

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
4/23/96

1 Break between 2 sets of classes - I liked the break it was long enough to "recharge" me

2 Video identifying certain responses

Spring break - a nice length

4 Last video clip was good

Plenty of time during break for completion of mid term.

5 The break was great

6 Break provided ample opportunity to complete the mid term and to enjoy the break at my agency. I appreciated the length of time.

7 The break was fine and allowed ample time to do the assignment

8 Break was too long. I would rather have had a 2 week (or 1 week) break and finished up earlier.

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
4/23/96

1 I enjoyed the examples on the video and I would like that to be available to PA's to show clips of to families.

*We needed the break - it was great. However, we missed each other and enjoyed getting back to work today.

2 Just several good ideas were given

*The three week break was very nice. It helped me getting burned out and helped me stay refreshed and ready to learn

3 Watching the video - video would be great to share with families

*The break was great - time went super fast. Much needed rest.

4 The video tape clips giving examples were very good

5 Examples in case studies and videos to see what is expected in each topic

*3 week break - came at a needed tome. Allowed me to catch up completely - but would have helped to have all materials for next session (and as much more as possible) to plan ahead for second half. Because my schedule varies from hectic to horrible, it helps to have at least 1 or 2 weeks ahead so I can fit assignments to time available that week.

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
4/23/96

1 Maybe more hands on

2 The break was almost too long. Although if we had neede to make up a day it would have been Okay.

3 It moved faster. Discussed actual activities and how to continue encouraging parents. Explain link between goals of speech therapy and parent advisors goals.

6 I am so very tired. The 3 week break was too long. I had a very hard time getting back into the swing

Comments on class evaluation forms
The class would have been more valuable to me if:

NEOSERRC
4/23/96

1 The captioned video was poor

2 We went through points in the manual more. Pick up the pace

3 Class was very slow moving. It seemed that we didn't get into the topic for 45 min. Last video was good, but others were poor quality tape and moved too fast. Captioning got in the way. We'd like to know - audiograms for the children.

4 Previous video clip used today were of better quality.

7 Moved faster, better quality videos more scenarios such as that with Tyler the 2 year old.

8 Tape quality not as good as previous tapes.

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
4/23/96

1 We had had more sharing and problem solving time in our group

2 We could have more time to get into it in greater depth.

The captions on the video covered up the children in most of the clips so we couldn't see their reactions and responses

3 We shared more about age specific activities for auditory lessons

4 Maybe having some time to talk about the things we listed on the board we wanted to learn from the class - at least sharing among ourselves

The content was good but the copy was fuzzy and the close caption covered up a lot of the child actions.

WEEK 7

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 4/30/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					3	3	
%					50	50	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n			1	1	2	2	
%			17	17	33	33	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				1	3	2	
%				17	50	33	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					2	4	
&					33	67	

5. Specific points which were valuable or significant to me were

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 4/30/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n						6	
%						100	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	4	
%					33	67	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	2	3	
%				17	33	50	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1	5	
%					17	83	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 4/30/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n						5	
%						100	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n						5	
%						100	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 4/30/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					3	14	
%					18	82	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n			1	1	7	8	
%			6	6	41	47	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				2	8	7	
%				12	47	41	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					3	14	
%					18	82	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
4/30/96

1 Videos excellent

2 I liked the video explanations of the different methodologies (cued speech, etc.)

5 Observing testing and classroom of hard of hear, and deaf

6 I have been interested in the several different methods of communication, deaf and/or hard of hearing families have to pick from.

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
4/30/96

1 There is not right way for all kids.

4 I especially like the videos this week - much better quality

5 The variety of modes was valuable because with my population I rarely would use the variety because of the multi involved medical as well as physical issues. ASL is usually the choice depending on motor movement.

6 Video tapes. Local discussions are extremely valuable to our group! We have bonded!

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
4/30/96

1 The video tapes were very good. I like the group discussion that went along with it.

2 Seeing successful use of each methodology

3 Dialogue on dilemma of parents choosing a method we don't agree with and flak from he receiving agency after age 3

4 The reinforcement of the importance of helping our families be exposed to all methodologies and for us as PA's to present unbiased lessons about them

5 I benefitted from both the video and our class discussion. Having an opportunity to "teach" to each other was good.

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
4/30/95

1 The families on the video were ideal. What about those families who are not dedicated/ Not focused? Hard to work with? Show adults more. Maybe easier to relate to.

2 We discussed that it may be more beneficial to us to see families/child situations that weren't so ideal already

3 The videos need to be more realistic. These families are not like those we will see in this area (more money and more involvement)

4 The different methods really were not explained. If I had had no prior knowledge I would have been lost

6 I could have talked more about local methods of choice

Comments on class evaluation forms
The class would have been more valuable to me if:

NEOSERRC
4/30/96

1 We liked having time to share

2 Audiograms would have been helpful with the videos on the kids

6 The video clips were prefaced with a little more info on hearing loss aided/unaided.

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
4/30/96

3 We could practice a little of each methodology in class and have someone from each methodology come to class and present their bias

4 We could have spent more time on each methodology

WEEK 8

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 5/7/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					4	1	
%					80	20	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				1	3	1	
%				20	60	20	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

4. I rate the media support as:

Low	1	2	3	4	5	High

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/7/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					2	5	
%					29	71	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				1	3	3	
%				14	43	43	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				2	2	3	
%				29	29	43	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					4	3	
%					57	43	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 5/7/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1	4	
%					20	80	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					4	1	
%					80	20	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	4		
%				20	80		

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	3	
%					40	60	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: 5/7/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					7	10	
%					41	59	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n				2	10	5	
%				12	59	29	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				3	9	5	
%				18	53	29	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				1	8	8	
%				6	47	47	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
5/7/96

1 Presenting a topic from aural/oral or TC

2 Video tapes were good

3 I enjoyed this class more than other. It had a good flow

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
5/7/96

1 Over the shoulder view of the specific signs was well presented

2 Sign language tapes - using the manual more

4 Great site discussions and sharing

5 I have had a negative experience with oralism and was pleased to read in the aural/oral section no mention of speech but rather on communication experiences

6 Videos on different views of the parent advisor - quality of video was good

7 Sharing resource lists from last week's assignment

8 Good videos, local discussion

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
5/7/96

2 Exceptional video clips of PA suggestions

3 The value of the PA signing the whole visit to model for the parents

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
5/7/96

1 All long distance during 1st half and private locations during 2nd half

2 less lecture

Comments on class evaluation forms
The class would have been more valuable to me if:

NEOSERRC
5/7/96

1 The video interactions with the parent advisor and home visits appear to be somewhat intimidating to the family. We need to be more sensitive to the cues and types of questions one may ask

3 more tips
less emphasis on refresher material that previous training has provided

7 Videos might be more helpful if, after inter-group discussion, some feedback given as to why that particular clip was chosen to be shown, what it was intended to illustrate

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
5/7/96

3 2 adults from aural-oral and TC to come share about their chosen methods

WEEK 9

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/14/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n					3	3	
%					50	50	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n			1			5	
%			17			83	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				1	4	1	
%				17	67	17	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				1	1	4	
%				17	17	67	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/14/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	6	
%					25	75	

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					5	3	
%					62	38	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2	1	5	
%				25	12	62	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1	1	3	3	
%			12	12	38	38	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/14/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1		4	
%				20		80	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n						5	
%						100	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n					1	4	
%					20	80	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/14/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1	5	13	
%				5	26	68	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n			1		8	10	
%			5		42	53	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				3	5	11	
%				16	26	58	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n			1	2	5	11	
%			5	10	26	58	

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
5/14/96

2 The print gave me a better understanding of ASL

4 Info re: Deaf Mentor program. ASL tape good but too long, perhaps don in sections

5 Great last video (girl describing how ASL is set up)

6 I liked the video of Petra!

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

NEOSERRC
5/14/96

1 Readings were excellent site discussions very good

2 The readings this week were the best we've had so far

3 Articles were very good - most enjoyable to read

4 Debates on how to teach children (ASL vs Total communication). Debates on exposure to deaf mentors

5 The PA's are very insightful and articulate. Good video on ASL. This topic has sparked a great deal of thought for me. I had never realized the value of ASL at this stage of a child's life.

7 The discussion with our specific group. Information and pulse of community

8 The video on ASL was excellent. Our group discussions are great!

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
5/14/96

1 Our discussion about the bi-bi program was very good. The video clips of the PA's answering the questions on the bi-bi program. The ASL tape was very good as well.

2 I appreciated the comments by Carol Croyle about teaming with a deaf adult - going into a home. Deaf adult bringing some equipment from home (flashing lights) to help in running homes and raising children. I especially enjoyed the pate presented by Petra Rose - very, very good!!!

3 Petra's demo tape explaining ASL format and structure

4 I really enjoyed the video on Petra Rose explaining ASL

5 The earlier a family meets a deaf adult the quicker they can realize their deaf child will have a full and wonderful life ie. marrying, family, college, dancing, social life, etc.

Comments on class evaluation forms
The class would have been more valuable to me if:

Hi Hope
5/14/96

2 I knew some ASL

4 More discussion from those who have used DM re: pros/cons

Comments on class evaluation forms
The class would have been more valuable to me if:

NEOSERRC
5/14/96

2 The "trivia" had been related to the topic of deafness and deaf culture, etc.

4 Less wasted time!

5 Consolidate and get out earlier

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
5/14/96

5 Petra came in person and signed for us.

WEEK 10

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/21/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					4		
%					100		

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	3		
%				25	75		

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	2	1	
%				25	50	25	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1		1	1		
%		33		33	33		

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/21/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1		1		
%			50		50		

2. I rate the value received from this class session as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1		1		
%			50		50		

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1		
%					100		

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1					
%		100					

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/21/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n				1		4	
%				20		80	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n					2	3	
%					40	60	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					4	1	
%					80	20	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				1	1		
%				50	50		

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION CLASS SESSION FORM

DATE: 5/21/96

SITE: All

(circle number)

1. I rate my degree of interest in this class session as:

	Low	1	2	3	4	5	High
n			1	1	5	4	
%			9	9	46	36	

2. I rate the value received from this class session as:

	Low	1	2	3	4	5	High
n			1	1	6	3	
%			9	9	54	27	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				1	7	2	
%				10	70	20	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n		2		2	2		
%		33		33	33		

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

Comments on class evaluation forms
Specific points which were valuable or significant to me were:

Hi Hope
5/21/96

2 IFSP info

3 Not a very long session - hard to evaluate

Comments on Class Evaluation forms
Specific points which were valuable or significant to me were:

Ogden
5/21/96

1 Working together as a group to fill out these forms was effective - provided good sharing of understanding

2 Actually writing an IFSP, collaborating on goals and sharing our ideas

3 Having practice in doing the things we need to do in this program (IFSP's, lesson plans, etc.)

4 Application of principles through development into tools used in programming

5 The process of the exam was good to go through on a collaborative basis

Comments on class evaluation forms
The class would have been more valuable to me if:

NEOSERRC
5/21/96

1 We hadn't gone over the example. It was not hard to figure out. IFSP's are rarely written with so little info.

Comments on Class Evaluation forms
The class session would have been more valuable to me if:

Ogden
5/21/96

1 It was just fine except we could have used another 30 mins. for the group work.

2 We'd have more time. I'd like to have spent two classes in IFSP writing and case studies, perhaps using actual children we serve

4 We had been able to do sample IFSP, data sheet and lesson plan last week in prep for today. It was too much to learn, internalize and test on in one session.

5 It would have been helpful to have more time for the exam. Maybe instead of going through the trial run, we could just do the exam with questions being answered by the facilitator.

OVERALL

260

SKI-HI DISTANCE EDUCATION OVERALL EVALUATION FORM

DATE: 5/21/96

SITE: Hi Hope

(circle number)

1. I rate my degree of interest in this course as:

	Low	1	2	3	4	5	High
n					1	3	
%					25	75	

2. I rate the value received from this course as:

	Low	1	2	3	4	5	High
n				1	1	3	
%				20	20	60	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					3	2	
%					60	40	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				1	4		
%				20	80		

5. Specific points which were valuable or significant to me were:

6. The course would have been more valuable to me if

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION OVERALL EVALUATION FORM

DATE: 5/21/96

SITE: NEOSERRC

(circle number)

1. I rate my degree of interest in this course as:

	Low	1	2	3	4	5	High
n				1		5	
%				17		83	

2. I rate the value received from this course as:

	Low	1	2	3	4	5	High
n		1			2	3	
%		17			33	50	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				1	1	4	
%				17	17	67	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				2	1	2	
%				40	20	40	

5. Specific points which were valuable or significant to me were:

6. The course would have been more valuable to me if

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION OVERALL EVALUATION FORM

DATE: 5/21/96

SITE: Ogden

(circle number)

1. I rate my degree of interest in this course as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n						5	
%						100	

2. I rate the value received from this course as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1	4	
%					20	80	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	3	
%					40	60	

4. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1	4	
%					20	80	

5. Specific points which were valuable or significant to me were:

6. The course would have been more valuable to me if

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION OVERALL EVALUATION FORM

DATE: 5/21/96

SITE: All

(circle number)

1. I rate my degree of interest in this course as:

	Low	1	2	3	4	5	High
n				1	1	13	
%				7	7	87	

2. I rate the value received from this course as:

	Low	1	2	3	4	5	High
n		1		1	4	10	
%		6		6	25	62	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n				1	6	9	
%				6	38	56	

4. I rate the media support as:

	Low	1	2	3	4	5	High
n				3	6	6	
%				20	40	40	

5. Specific points which were valuable or significant to me were:

6. The course would have been more valuable to me if

7. Specific suggestions for improvement are

Overall Evaluation form

Specific points which were valuable or significant to me were:

Hi Hope

1 I learned so much about the importance of Deaf Culture to a newly identified family. Also t\got to know curriculum which I can use in the future

2 How extensive this program is and how each element can be broken down and explained to parents in fairly simple short sessions

3 Data sheet and IFSP - I have never seen either

5 Testimonial videos of families. Though, some seemed too good to be true!

Overall Evaluation form
Specific points which were valuable or significant to me were:

NEOSERRC

1 The information about communication methodology and deaf culture.

2 Local sites more relevant because I obtained info specific to my region (names, phone numbers, etc.) Loved the interaction with other class members, learned lots & lots from them. Linda was a great facilitator. Flexible, adaptable to needs/goals of participants

3 auditory training/signing
great facilitator

4 The site facilitator, Linda Weber, was exceptional in addressing and recognizing the multi-experience of the group.

5 Great resource materials well developed - easy to refer
Some of the videos were great. Deaf Like a Son explanation of ASL great for an intro class for an ASL course. Also interviews with advisors.

6 The materials were valuable and can be used often.

7 Excellent info on methodologies

Overall Evaluation form
Specific points which were valuable or significant to me were:

Ogden

1 Actual writing of lesson plans for specific topics. Group discussions and specific helps from group experience.

2 Discussions of hands on activities by our local group, sharing what works, airing our concerns to each other.

3 It just put it all together for me and I learned many new things.

4 Videos. Application through examples, work skills. Exposure to deaf culture

5 The video clips were very helpful. Also discussing different problems amongst our group was very helpful as well.

Overall Evaluation form
The course would have been more valuable to me if:

Hi Hope

1 My class members were at the same level. We did a lot of catch-up for other people since they had no background in deafness.

2 I had had an introduction to SKI-HI first. I felt in the dark the first 2 weeks. and I lost valuable time trying to understand what SKI-HI was/is.

3 Less information that I was already familiar to me and more that I did not know. More hands-on with families brought onto site.

4 The assignments were more challenging

5 The time were better structured. More information given during session.

Overall Evaluation form
The course would have been more valuable to me if:

NEOSERRC

1 No telephone conference calls.

4 Flow of presentation needs to be increased, too slow.

5 Be aware of participants backgrounds and experience. May need to move past the manual basics and get into more in depth issues that participants already out in the field have come across.

6 More time for group discussion (valuable resources)

Overall Evaluation form
The course would have been more valuable to me if:

Ogden

1 More time to discuss within group on specific topics

2 We'd spent much more time on writing IFSP goals.

3 We could have just been able to go into more depth on the lessons.

4 I did have difficulty reading and processing the amount of written material in time allotted - but made it!

5 More time to discuss issues amongst ourselves.

Overall Evaluation form
Specific suggestions for improvement are:

Hi Hope

1 Laser disk does not do much - could have been done with overheads. Need more time for separate class discussions.

2 Have an orientation for non-speech or audiologist people in class. Let the site-facilitators do more on their own. They can explain some of the things better to us in person.

3 Laser disc was not needed.

4 The laser disc was not used much (and not that supportive) if the video sections had been on it would have been worth the cost.

5 I would have liked to know my midterm grade.

* This course was valuable but after having the training thru the long distance I see the pro's and con's. In my opinion there are three options that would continue the success of this pilot.

Option 1
Limit the class to participants who have the background knowledge in Deaf education or related field. There is too much information for a person who has no knowledge in this area to try and comprehend and apply in this short amount of time.

Option 2
Open the class to participants to anyone with early childhood or intervention experience. Continue with the conference call in a shorten time (ie, 2 hours) and a mandatory 1 hr study session for the remaining hour(s). This way the participants would be able to have time to discuss, work out concepts and concentrate on area they need the most.

Option 3
Again leave the class open for participants. Continue with the conference call but in a limited form (ie an hour at the end of the allotted time) Each night would have a topic (same as one) only the topic would be discussed across sites for an hour at the end. The

beginning session (2 hours) would be run by the site facilitators. This way the facilitators can gear the information to the participant at each site. Because hot everyone within a site let alone across sites will have the same background or needs.

Overall Evaluation form
Specific suggestions for improvement are:

NEOSERRC

1 The information from the university had been on video tape or disc and we could have stopped it for discussion/questions as needed.

2 Phone was difficult to stay in tune with.

3 Less emphasis on parent interviews and how to do home visits. Also less time with videos - time wasted. Have information more geared toward professionals. Course geared towards college students.

4 More meat would have been researched and presented or challenged.

5 We had focused on strategies to use with less than perfect families - low economic, low functioning, families in denial, etc.

6 Less time spent on the phone with explanation

7 The telephone is not effective even though I understand why it was used. It is not easy to communicate without being able to [see]

Overall Evaluation form
Specific suggestions for improvement are:

Ogden

1 Less material to be covered during each session to provide more in-depth work.

2 Bring in guest speakers ie deaf children, adults and parents of deaf children. More hands on exercises like the final exam. The group discussions over the air were stiff and it was hard to share although interesting to hear other viewpoints.

3 There were just times it was a little hard to hear and understand by phone. But overall it was a great class and Paula made it fun as well as educational!

4 Was difficult to stay focused on a presenter I couldn't see, with comments and interaction by class members making it difficult to hear at times.

5 Because the connection between sites was auditory only it seemed to go slowly at times. It would be nice to have the connections between sites audio/visual.

VIDEO

SKI-HI DISTANCE EDUCATION
VIDEODISC EVALUATION FORM

DATE: 3/26/96

SITE: Hi Hope

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				3			
%				100			

2. I rate the information on the videodisc in support of the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2	1		
%				67	33		

3. I rate the effectiveness of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2	1		
%				67	33		

4. I rate the ease of use of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				2		1	
%				67		33	

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION VIDEODISC EVALUATION FORM

DATE: 3/26/96

SITE: NEOSERRC

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	1	2	2	2	
%		12	12	25	25	25	

2. I rate the information on the videodisc in support of the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	2	3	1	1	
%		12	25	38	12	12	

3. I rate the effectiveness of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	2	3	1	1	
%		12	25	38	12	12	

4. I rate the ease of use of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	1	1	2	3	
%		12	12	12	25	38	

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION VIDEODISC EVALUATION FORM

DATE: 3/26/96

SITE: Ogden

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	3	
%					40	60	

2. I rate the information on the videodisc in support of the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					2	3	
%					40	60	

3. I rate the effectiveness of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					3	2	
%					60	40	

4. I rate the ease of use of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1	2	2	
%				20	40	40	

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION VIDEODISC EVALUATION FORM

DATE: 3/26/96

SITE: All

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	1	5	4	5	
%		6	6	31	25	31	

2. I rate the information on the videodisc in support of the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	2	5	4	4	
%		6	12	31	25	25	

3. I rate the effectiveness of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	2	5	5	3	
%		6	12	31	31	19	

4. I rate the ease of use of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1	1	4	4	6	
%		6	6	25	25	38	

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

Video Evaluation form
Did the videodisc improve the quality of instruction?

Hi Hope
3/26/96

1 Yes along with information our instructors gave us

2 Too general for our needs. We needed some more specific info this week.

3 No. This should be a hands on lesson. I get more from touching things.

Video Evaluation form
Did the videodisc improve the quality of instruction?

NEOSERRC
3/26/96

1 Not really

2 not really

3 yes

4 The videotapes of families

5 yes

6 no

7 no

8 just the videos

Video Evaluation form
Did the videodisc improve the quality of instruction?

Ogden
3/26/96

1 It was very good to see the examples done by the PA on how it should be done.

2 Yes - visuals are always reinforcing

3 Yes - it made it easier to get organized and find our place quickly as we went through the lesson

4 yes

5 Yes, definitely when used in this format

Video Evaluation form
Did the videodisc effectively support the instructor?

Hi Hope
3/26/96

1 yes along with information our instructors gave us

2 We needed to branch off and go into our own instruction

Video Evaluation form
Did the videodisc effectively support the instructor?

NEOSERRC
3/26/96

1 yes

2 yes

3 yes

5 yes

6 No takes too much time the videos are much much better

7 no

8 no, except the videos

Video Evaluation form
Did the videodisc effectively support the instructor?

Ogden
3/26/96

1 yes

2 yes

3 yes

4 yes - they are worth hours of instruction to actually SEE the concepts

5 yes

Video Evaluation form
Specific suggestions for improvement are:

Hi Hope
3/26/96

1 More time for instruction by site instructors.

2 We need more time for individual instruction

3 Let your site people take over this evening, it would be more effective

Video Evaluation form
Specific suggestions for improvement are:

NEOSERRC
3/26/96

1 Video disc not that helpful. VT are helpful

7 The video disks (step this and that) do not add to the session and are time consuming.

8 Unless they're more informative, skip them

Video Evaluation form
Specific suggestions for improvement are:

Ogden
3/26/96

1 none

3 I would like to have a still picture of you instructors in your studio put on the screen when it sits without needing to be moved for a time.

4 Clips feel too short and discussion of clips too rushed.

SKI-HI DISTANCE EDUCATION
VIDEODISC EVALUATION FORM

DATE: 5/21/96

SITE: NEOSERRC

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n				1			
%				100			

2. I rate the information on the videodisc in support of the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1					
%		100					

3. I rate the effectiveness of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n		1					
%		100					

4. I rate the ease of use of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1				
%			100				

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION VIDEODISC EVALUATION FORM

DATE: 5/21/96

SITE: Ogden

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			3	1	1		
%			60	20	20		

2. I rate the information on the videodisc in support of the instructor as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			2	2		1	
%			40	49		20	

3. I rate the effectiveness of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			3	1		1	
%			60	20		20	

4. I rate the ease of use of the videodisc as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n			1		1	3	
%			20		20	60	

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION
VIDEODISC EVALUATION FORM

DATE: 5/21/96

SITE: NEOSERRC and Ogden (Hi Hope did not submit)

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

	Low	1	2	3	4	5	High
n			3	2	1		
%			50	33	17		

2. I rate the information on the videodisc in support of the instructor as:

	Low	1	2	3	4	5	High
n		1	2	2		1	
%		17	33	33		17	

3. I rate the effectiveness of the videodisc as:

	Low	1	2	3	4	5	High
n		1	3	1		1	
%		17	50	17		17	

4. I rate the ease of use of the videodisc as:

	Low	1	2	3	4	5	High
n			2		1	3	
%			33		17	50	

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are:

Video Evaluation form
Did the videodisc improve the quality of instruction?

NEOSERRC
5/21/96

1 No

Video Evaluation form
Did the videodisc improve the quality of instruction?

Ogden
5/21/96

1 no

2 It didn't seem to help much - a written class outline would be as helpful.

3 not really - it just gave us something to look at and some fun too - it was good to have things listed that we needed to write down, however.

4 yes - like writing the key points on the board

5 Overall it didn't seem very helpful. Not a lot of information was given.

Video Evaluation form
Did the videodisc effectively support the instructor?

NEOSERRC
5/21/96

1 No

Video Evaluation form
Did the videodisc effectively support the instructor?

Ogden
5/21/96

1 It was okay - a visual - but not particularly effective

2 Topics moved so quickly I didn't find it helpful

3 yes

4 yes

5 only somewhat

Video Evaluation form
Specific suggestions for improvement are:

Ogden
5/21/96

1 Leave it as it is - doesn't need to supply more info

2 More videos, fewer discs

5 Some lists of things we need to write down, Paula wrote on the board for us

SITE FACILITATOR

SKI-HI DISTANCE EDUCATION
SITE FACILITATOR EVALUATION FORM

DATE: 5/21/96

SITE: Hi Hope

(circle number)

1. Participants' degree of interest in this course:

	Low	1	2	3	4	5	High
n						3	
%						100	

2. I rate the media support as:

	Low	1	2	3	4	5	High
n					2	1	
%					67	33	

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n					2	1	
%					67	33	

4. I rate participants' ability to hear and understand audio as:

	Low	1	2	3	4	5	High
n					1	2	
%					33	67	

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION
SITE FACILITATOR EVALUATION FORM

DATE: 5/21/96

SITE: NEOSERRC

(circle number)

1. Participants' degree of interest in this course:

	Low	1	2	3	4	5	High
n						1	
%						100	

2. I rate the media support as:

	Low	1	2	3	4	5	High
n					1		
%					100		

3. I rate the effectiveness of the print materials as:

	Low	1	2	3	4	5	High
n						1	
%						100	

4. I rate participants' ability to hear and understand audio as:

	Low	1	2	3	4	5	High
n						1	
%						100	

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION
SITE FACILITATOR EVALUATION FORM

DATE: 5/21/96

SITE: Ogden

(circle number)

1. Participants' degree of interest in this course:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n						1	
%						100	

2. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1		
%					100		

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1		
%					100		

4. I rate participants' ability to hear and understand audio as:

Low	**1**	**2**	**3**	**4**	**5**	**High**

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION
SITE FACILITATOR EVALUATION FORM

DATE: 5/21/96

SITE: All

(circle number)

1. Participants' degree of interest in this course:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n						5	
%						100	

2. I rate the media support as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					4	1	
%					80	20	

3. I rate the effectiveness of the print materials as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					3	2	
%					60	40	

4. I rate participants' ability to hear and understand audio as:

	Low	**1**	**2**	**3**	**4**	**5**	**High**
n					1	3	
%					25	75	

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are

Site Facilitator comments
Specific point which seemed valuable or significant to the participants were:

Hi Hope

1 I am enjoying learning all I can about hard of hearing and deaf

3 Some awareness

NEOSERRC

1 local discussions
resource sharing

Ogden

1 Group work, time to discuss real kids & real situations they are facing now. Video tape segments were helpful & enjoyable. Articles were beneficial & interesting even though participants complained (as usual) about too much reading material

Site Facilitator comments
Specific suggestions for class session improvements are:

Hi Hope

2 For those who have no background knowledge in the area of deafness I feel the long distance does not give or allow time for basic learning and understanding. Several participants are struggling with the information and are therefore unable to give very much participation during the actual class time.

3 Need more time for hearing section. I know this info but a person who has never been exposed to this would be very confused. How could they be expected to give info to parents.

NEOSERRC

1 Speed up the lectures
Videodisc not very valuable
Visual distance learning would have been very valuable
Glad you did away with short written assignments at end of earlier sessions.

Ogden

1 Better use of videodisc
Pictures (on laser) or video of Dorothy, Barbara, MaryAnn, other to help participants visually focus
Explore possibility of computer link up to each site using the little camera we saw in Ohio
More group activities - real life situations.

ONSITE VISIT

SKI-HI DISTANCE EDUCATION OUTSIDE EVALUATOR FORM

DATE: 5-14-96

SITE: OGDEN

(circle number)

1. Participants' degree of interest in this course:

Low 1 2 3 [✓ 4] 5 High

2. I rate the media support as:

Low 1 2 3 4 [✓ 5] High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 [✓ 5] High

4. I rate participants' ability to hear and understand audio as:

Low 1 2 [✓ 3] 4 5 High

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

I attended the SKI-HI Outreach distance education class at the Ogden site on May 14, 1996. This was the ninth week of the ten week course. There were five students and the teaching assistant (TA).

I would like to organized my observations around the six statements that are on the Outside Evaluator Form on which I was asked to respond. These questions represent the areas that are of interest to the course providers.

Statement 1: Participants' degree of interest in this course:

The participants were obviously interested in the course. And, it is also obvious that this course is only part of their already overly busy lives.

One indicator of their interest was the students' behavior when given a break. These students stayed in the classroom and discussed content related items. Another indicator of their interest was their desire to do more than required when given a group project.

One of the indicators of this course being only part of a busy life was that all five students were late for class. Another indicator of busy lives was that when the content was not being discussed, other child services were being discussed. One student was asking for advise on a brochure for the program she works with. Two others were discussing a child who's case was being passed from one to the other.

Even when not directly involved in the course content, the students were still involved in the areas of their lives that the content impacts.

The combination of interest and busy lives was evidenced by a small discussion among the students about when they found time to do the assignments. One of the students pointed out food stains on her assignment and described how she had worked on her assignment while eating. Another explained that the reason her writing was sloppy was that she had been trying to drive and write at the same time.

Statement 2: I rate the media support as:

The diversity of the media was excellent. The media were used with differing levels of effectiveness.

I know the observation has already been made, and I agree, the laser disc has more potential than is currently being used. The students did not seem to give the video disc more than a passing glance during this class session.

The video tapes were the most effective medium that was used. The video clips not only added a change of pace, and a slice of reality, but were excellent examples of the principles that were being discussed. Each of students were glued to the screen while the video segments were being shown. There were frequent discussions among the students and questions to the TA about the content of the video during the showing. The video clips were excellent discussion starters.

The TA's use of the white board fit very well with the task assigned. The students were to, as a group, work on a problem. The white board became a focal point for cataloging the group's discussion and observations. It also gave the TA a method for regulating the class discussion. She could focus the group's attention back to the board and elicit information to write.

Statement 3: I rate the effectiveness of the print materials as:

The print materials provided for use during the class were a good foundation for the students. The students used the pages provided for writing information during in-class group assignments. They also used them for taking notes for themselves. The students' collections of materials appeared to be well used. There were tabs attached to multiple pages, and many pages were dog-eared.

I did not see much evidence that the pre-session materials for this class had been used. There were several articles that were provided for the students. These articles were to be written about in the pre-session materials. The content of these materials was a good foundations for the students to build on during the class session. The articles and the written responses from the students were not discussed. I did see two students quickly and quietly discussing one of the articles to themselves, so it would appear that at least some of the students use at least some of the pre-session materials. There was no evidence of the extent of use.

The post-session materials provide a review and a precise statement of the assignment for the following session. The students had already read the assignment for the next week, some had begun the assignment, and were ready with a few questions about variations to the assignment. This seems to be helpful to the student for organizing their time.

Statement 4: I rate the participants' ability to hear and understand audio as:

The audio portion of the course was the least effective of all the media. The fault was with the equipment and not with the instruction or instructors.

The telephone speaker was not strong enough for adequate volume. The mute button on the phone helps keep out extraneous noise, but sometimes it is forgotten and, either left off or left on. When the phone is not muted, movement noises and classroom discussions are broadcast to all the sites.

The volume on the video disc and video tape are not consistent within themselves and between each other. The volume must be adjusted each time that each is used. This is not necessarily a problem, but it is one more thing that the TA must keep in mind.

Statement 5: Specific points which seemed valuable or significant to the participants were:

As to the content of this particular class: The students were the most interested in the Deaf Mentor Program portion of the material presented. The students were also very interested in ASL as a language. I am not sure, however if they were more interested in the language or the Deaf woman who presented the overview on the video tape. They talked more about Petra than the information that she presented. But at least one student indicated interest in learning ASL.

As to the methods used in this class session: The students were most involved when they were discussing the content between themselves at their own site. They also consistently concentrated on the video tapes. They were involved, but to a lesser degree, during cross-site discussions. During these times, when the telephone was not muted, there was a lot of cross classroom discussions carried on either by whispering or signing. Like other groups involved in distance education that I have observed, these students tried to get someone else in the room to talk rather than themselves. The person who responds usually has something they consider important, or they compromise with the other students. In this class there was one incident where two students participated together to answer. One read the "question" and the other gave the answer. This spread the stage fright between the two.

Statement 6: Specific suggestions for class session improvement are:

1. Either find a way to involve the students in more cross site interactions, or avoid the expense of distance education by delivering these materials by TA and video.

Perhaps it would help to give time for the students at the various sites to just converse between the sites about anything that comes to mind. In a normal classroom, during breaks, all the students have the opportunity to get to know each other. This might help alleviate the hesitation that the students have to add to the discussion during class time. Having the students know each other better might also draw their attention to each other during discussions.

2. Find better equipment for audio delivery. Perhaps microphones that can be opened only when someone wants to speak and better speakers on the phone lines would help.

3. Use a little class time to review the pre-session materials to see if there are any areas of confusion or interest on the part of the students.

4. Use guest speakers. One of the sites in Ohio had difficulty getting on task because they had been talking with some Deaf adults who were there. The students in the class that I observed were very curious about the people who were on the video clips. It might be very informative to have some of the people who provide video based information available to answer questions by phone from their own location. This would also encourage cross site interaction by making the information more desirable than the stage fright is detrimental.

RECOMMENDATIONS

Recommendations:

- Encourage cross site interaction
- Either make better use of video disc, or use another medium in its place
- Schedule guest speakers (deaf adults, parents, parent advisors)
- Review the pre-session materials
- Continue with the video tape segments
- Continue with the onsite discussions
- Spend less time spent off task (games, socializing, breaks)
- Keep the mid-term break
- Improve the audio connection

APPENDIX

SKI-HI DISTANCE EDUCATION
CLASS SESSION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. I rate my degree of interest in this class session as:

Low 1 2 3 4 5 High

2. I rate the value received from this class session as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate the media support as:

Low 1 2 3 4 5 High

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if

SKI-HI DISTANCE EDUCATION OVERALL EVALUATION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. I rate my degree of interest in this course as

Low 1 2 3 4 5 High

2. I rate the value received from this course as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate the media support as:

Low 1 2 3 4 5 High

5. Specific points which were valuable or significant to me were:

6. The course would have been more valuable to me if

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION VIDEODISC EVALUATION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

Low	1	2	3	4	5	High

2. I rate the information on the videodisc in support of the instructor as:

Low	1	2	3	4	5	High

3. I rate the effectiveness of the videodisc as:

Low	1	2	3	4	5	High

4. I rate the ease of use of the videodisc as:

Low	1	2	3	4	5	High

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are

SKI-HI DISTANCE EDUCATION
SITE FACILITATOR EVALUATION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. Participants' degree of interest in this course:

Low 1 2 3 4 5 High

2. I rate the media support as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate participants' ability to hear and understand audio as:

Low 1 2 3 4 5 High

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

Evaluation of SKI-HI Distance Education Project

Courses Conducted Fall 1997

Submitted by

Beth Walden

August 1998

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INTRODUCTION

INTRODUCTION

The SKI-HI Program was presented to 35 students at three sites in Ohio using distance education during a ten-week period in the Fall of 1997. These sites were in Dayton, Kirtland, and Mansfield. The live instructor (Dorothy Johnson) was located in Logan and taught over telephone lines. Each of the sites had a facilitator, a videodisc, videotape, and workbooks.

The students were asked to fill out class session evaluation forms during the first nine weeks and an overall class evaluation form during the tenth week. In addition, they were asked to respond to the videodisc on an evaluation form twice during the course, once approximately in the middle and once at the end.

The facilitators were asked to fill out an evaluation form weekly. Outside observers were asked to also fill out an evaluation form several times during the course.

Not all of the forms were returned, and the sites varied in the amount of data submitted. Appendix A contains the forms that were used. In all cases the rating scale was from 1 being low to 5 being high. Table 1 shows the inventory of the data submitted.

Table 1. Evaluation data submitted.

	Dayton	**Kirtland**	**Mansfield**
Session 9/23	7	11	11
Session 9/30	7	10	11
Session 10/7	6	10	13
Session 10/14	7	10	14
Session 10/21	9	9	11
Session 11/4	3	10	10
Session 11/11		9	11
Session 11/18		9	12
Session 11/25	2	8	11
Overall 12/2	2	8	11
Mid course video	4	8	10
End of course video	2	9	11
Facilitator	9/30	9/23, 9/30, 10/7, 10/14, 10/21, 11/4, 11/11, 11/18, 11/25, 12/2	9/23, 9/30, 10/7, 10/14, 10/21, 11/4, 11/11
Observer (and two submitted for all sites together)	9/23, 9/30, 10/14, 11/4, 11/18	9/23, 10/7, 10/21(x2), 11/25, 12/2	9/30, 10/14, 11/18, 12/2

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The topics of the class sessions were:

- Unit 1: September 23, 1997 - Overview and Introduction to the SKI-HI Program and Its Family-Centered Principles
- Unit 2: September 30, 1997 - Family-Centered Practices, Part2: Getting Started, Helping Families Understand and Appreciate Their Child and Deafness, Psycho-Emotional Issues
- Unit 3: October 7, 1997 - The Need for Early Identification Communication Interaction in the Family
- Unit 4: October 14, 1997 - Hearing, Evaluation of Hearing, Hearing Aids
- Unit 5: October 21, 1997 - Review Hearing Aid Practicum, Auditory Development and Training
- Unit 6: November 4, 1997 - Communication Methodologies
- Unit 7: November 11, 1997 - Language Development and Facilitation, Part 1: Aural-Oralism
- Unit 8: November 18, 1997 - Language Development and Facilitation, Part 2: Total Communication
- Unit 9: November 25, 1997 - Language Development and Facilitation, Part 3: Bilingual-Biculturalism, Deaf Mentoring, American Sign Language
- Unit 10: December 2, 1997 - Gathering, Reporting, and Using Information: Application of the SKI-HI Program

The following sections of this report look at the class sessions as reported by the students, at the class sessions as reported by the facilitators, and at the class sessions as reported by the outside observers. Then the videodisc is examined. In each of these sections, "points of interest are noted". Finally, a summary and evaluation observations are presented where the "points of interest" are wrapped up.

An evaluation was done in June of 1996 reporting on the presentation of this course during the fall of 1995. Throughout this report, some comparisons are made with that evaluation, but this is primarily an evaluation of the course as delivered in 1997.

CLASS SESSIONS

CLASS SESSIONS

Each of the weeks and the overall has its own section. The overall section is placed as though it were truly week ten. These sections are followed by a comparison across the weeks, each of the sites alone, the facilitators, and the observers. At the end of this major section, all the class session data is summarized. These minor sections contain the "points of interest" first followed by the tables, followed by comments that were written by the persons responding to the evaluation forms.

In some cases, tables may have redundant or missing information. This is allowed to maintain consistency among the tables. For example, for two weeks, November 11 and November 18, Dayton did not submit any data. However, those weeks are still included on tables about Dayton only.

Unit 1: September 23, 1997

Overview and Introduction to the SKI-HI Program and Its Family-Centered Principles

Points of Interest
Week 1

- One person in Kirtland rated the degree of interest rather low. This was not the same person that rated the value rather low.
- In three of the five questions, Kirtland's average rating was the lowest.
- Dayton and Mansfield were fairly comparable except for the first question.
- Two of the sites, Dayton and Kirtland, wanted bigger TV screens.
- The students seemed uncomfortable with and distracted by their unfamiliarly with the technology used to deliver the instruction.
- Dayton had a student who is hard of hearing. Apparently, no assistance had been planned for this possibility.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					1	14			6	86	**4.7**
Kirtland			1	9	2	18	6	54	2	18	**3.8**
Mansfield					2	18	4	36	5	46	**4.3**
Total			**1**	**3**	**5**	**17**	**10**	**34**	**13**	**45**	**4.2**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					2	29	2	29	3	43	**4.1**
Kirtland			1	9	4	36	5	46	1	9	**3.5**
Mansfield					2	18	6	54	3	27	**4.1**
Total			**1**	**3**	**8**	**28**	**13**	**45**	**7**	**24**	**3.9**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					1	17	1	17	4	67	**4.5**
Kirtland					3	27	5	46	3	27	**4.0**
Mansfield							5	46	6	54	**4.5**
Total					**4**	**14**	**11**	**39**	**13**	**46**	**4.3**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	14			1	14	1	14	4	57	**4.0**
Kirtland					3	27	4	36	4	36	**4.1**
Mansfield					2	18	4	36	5	46	**4.3**
Total	**1**	**3**			**6**	**21**	**9**	**31**	**13**	**45**	**4.1**

Specific points which were valuable or significant to me were:

Dayton:

- Parent advisor
- It was a "comedy of errors" but really it was a lot of fun. Thanks Margie!
- I.D. how and what makes a good family centered interview.
- The interpreters.
- The interview.

Kirtland:

- Review of parent interview techniques.
- Tips on home visits.
- Hearing others experiences
- Group discussion.
- Multi-cultural sensitivity information.
- Discussion onsite combined with printed, video, and other phone discussion.
- Being able to discuss different points.
- Explanation of philosophy of SKI HI. Purpose, beliefs, role of parent advisor.

Mansfield:

- Introduction of SKI-HI and purpose of class.
- Overview of program, role of parent advisor, idea of on-going family centered interview format.
- There were less link time over the phone, more time with site facilitator: people are less inhibited and discussions do not move as slowly; time to discuss readings with peers.
- Watching teacher teach mother how to work with her child.
- I understood how to help parents to develop that degree of interest in the education of their child (whom education is not a priority to them).
- Family-focused interview - as an ongoing conversation.
- Discussing cultural sensitivity issues.
- The video clips of in-home visits by the parent advisor were most interesting and informative.
- Videotapes and class discussions were helpful.
- These manuals and resources.

The class session would have been more valuable to me if:

Dayton:

- Pace could have picked up more.
- T.V. with close caption, probably a bigger T.V.
- It was informative.
- The communication was better: we lost our communication - not our facilitator's fault.

Kirtland:

- The video screen should be bigger.
- We had a more directed overview of unit, assignments, etc. One page - like a syllabus.
- Faster pace.
- Larger TV screen.
- More interactive and more through material a little more quickly.
- Able to share more within small groups.
- I had received materials a bit earlier and been able to read some materials in advance.
- The points to be discussed were more specific, concrete - I felt sometimes that we were jumping a bit - small group discussion.

Mansfield:

- There seemed to be more talking and lecturing instead of "hands-on" materials.
- There seemed to be a lot of unnecessary repetition.
- Could hear phone voices better.
- Video of the family-focused interview had been longer - it seemed as if part of it was missing.
- Technical glitches are understandable but distracting.
- The course description had been more specific. I'm interested in the program, but it would have helped my orientation to the class if I understood that the goal was to produce trained parent advisors and that we would need to work with families to practice assignments.
- We could hear the other groups ask questions - very poor quality.
- I just feel a bit frustrated at my back of training/background in the area of speech and hearing!
- It was less disruptive with going from one to another format less need for multiple breaks.

Other Comments

Dayton:

- I'm hard of hearing.

Mansfield:

- Videos helped a lot, but it was difficult relating long distance over the phone line so much.

Unit 2: September 30, 1997

Family-Centered Practices, Part2: Getting Started, Helping Families Understand and Appreciate Their Child and Deafness, Psycho-Emotional Issues

Points of Interest
Week 2

- Kirtland had the lowest average ratings on all four questions.
- Again, Dayton and Mansfield were comparable.
- Mansfield had a lot more suggestions for improvement than they did points that were valuable to them.
- Valued getting the parents' views of their child's deafness.
- All sites wanted more time for discussion.
- Mansfield preferred onsite interaction to cross-site interaction.
- Mansfield had some concerns about lead time for assignments.
- Mansfield also thought the video clips were too short.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							3	43	4	57	**4.6**
Kirtland							9	90	1	10	**4.2**
Mansfield					1	9	5	46	5	46	**4.4**
Total					**1**	**4**	**17**	**61**	**10**	**36**	**4.3**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							5	71	2	29	**4.3**
Kirtland					1	10	7	70	2	20	**4.1**
Mansfield					2	18	4	36	5	46	**4.3**
Total					**3**	**11**	**16**	**57**	**9**	**32**	**4.2**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					2	29	3	43	2	29	**4.0**
Kirtland			1	10	2	20	5	50	2	20	**3.8**
Mansfield					1	9	6	54	4	36	**4.3**
Total			**1**	**4**	**5**	**18**	**14**	**50**	**8**	**29**	**4.0**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					1	14	5	71	1	14	**4.0**
Kirtland					2	20	8	80			**3.8**
Mansfield			1	9	1	9	4	36	5	46	**4.2**
Total			**1**	**4**	**4**	**14**	**17**	**61**	**6**	**21**	**4.0**

Specific points which were valuable or significant to me were:

Dayton:

- Deaf culture and deaf community and importance of it.
- Understanding that some parents have other issues to deal with before they can focus on the deafness.
- Videos and discussion
- Reminders, such as to wait for the child's response - optimizing communication through routine.

Kirtland:

- Deaf culture, parents feelings about diagnosis of deafness, resources with Deaf centers and activities for the Deaf.
- Parents perspectives on the video segments.
- Finding out area resources for Deaf and hearing the parents perspectives on the video.
- More sharing of ideas by everyone, it was fun.
- Group members seemed more relaxed and participated in discussion more.
- Handouts of parent testimony and sharing of feelings.
- Idea that information from the Deaf community has a great deal of value.

Mansfield:

- Parent views on their child's deafness.
- Some of the video clips.
- The perspective (on) of depathologizing deafness.
- Our discussion of the various sign languages.
- Hearing parents express their opinions and points of view.
- Parent input sections (although limited).
- Parent interviews.
- Much better use of technology - less time on phone was great.
- Learning about the deaf community readings have been helpful.

The class session would have been more valuable to me if:

Dayton:

- More time for discussion and personable experience.
- We would have had more time to discuss some of these issues.
- It was great! Thank you!
- We could be heard when asked for our opinion via the telephone system.

Kirtland:

- More concrete discussion of ideas. We depended too much on group discussion.
- I hadn't been so tired!
- More discussion using specific situations.
- More activities on Deaf culture.

Mansfield:

- The assignments for next week are difficult to schedule on short notice. To involve parent conferences, one of which requires a new family. The other may not be appropriate for all families without a reason. The third task, visiting a deaf center would be of interest to me. However, I need to research my area to find out what is available and when activities are scheduled. I personally would find it of help to have an assignment to put together local and state resource material first and then to visit a local center. The fourth assignment, classroom visit, would be of benefit to me, but there is no way that I could take a day off of work to do the visit between now and Tuesday. I am really feeling the need to get all the assignments ASAP so that I could plan my schedule with parents to better match the assignments.
- Don't try to be too interactive with other sites. We can't hear the people's comments. You absolutely loose everyone's interest. It takes so many exchanges and repetitions to express an idea that it is just not worth it. On-site interactions are much more productive.
- Longer video clips. The first round of parent clips were too short – there's so much to be gained from hearing from these parents.
- It went better this week with the local moderators conducting the class discussions rather than trying to discuss ideas through Dorothy with the other sites.

- Videotapes are generally too brief to get a good idea of how the principles are applied, etc. For assignments requiring contacting other agencies/programs there should be time to make contacts and set-up visits (the limited time presents logistic problems)
- One-sided conversations with Dorothy and other sites – it's somewhat difficult to remain involved and on task in class discussion with Christine our facilitator, are much more meaningful!

Unit 3: October 7, 1997

The Need for Early Identification
Communication Interaction in the Family

Points of Interest
Week 3

- Mansfield rated this session the highest of the sites on all four questions.
- Dayton and Kirtland were comparable this week.
- All four questions had students who rated them on the lower end of the scale.
- None of the Dayton students listed any specific points that were significant or valuable or made suggestions.
- The students seemed to enjoy the reading material.
- Kirtland wanted more time to discuss at their site and less discussion at a distance.
- One student in Kirtland thought there was too much emphasis on aural-oral and not enough on signing.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			1	16			2	33	3	50	**4.2**
Kirtland			1	10	4	40	4	40	1	10	**3.6**
Mansfield					4	37	8	62	1	8	**3.8**
Total			**2**	**7**	**8**	**28**	**14**	**48**	**5**	**17**	**3.8**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			1	17	2	33	2	33	1	17	**3.5**
Kirtland			1	10	3	30	5	50	1	10	**3.6**
Mansfield					3	23	9	39	1	8	**3.8**
Total			**2**	**7**	**8**	**28**	**16**	**55**	**3**	**10**	**3.7**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			1	17			4	67	1	17	**3.8**
Kirtland					4	40	6	60			**3.6**
Mansfield					1	8	7	54	5	38	**4.3**
Total			**1**	**3**	**5**	**17**	**17**	**59**	**6**	**21**	**4.0**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			2	33	1	17	2	33	1	17	**3.4**
Kirtland			1	10	4	40	5	50			**3.4**
Mansfield					3	23	9	39	1	8	**3.8**
Total			**3**	**10**	**8**	**28**	**16**	**55**	**2**	**7**	**3.6**

Specific points which were valuable or significant to me were:

Dayton:

(No comments)

Kirtland:

- Encouraging waiting behaviors related to turn-taking.
- Comments suggestions offered by site instructor.
- Charting - gives a place to start to see how to interpret.
- Information was very interesting. Reading material was very good!
- This was the best so far - we were able to chat and share more.
- Lee's mom - great to have a lot to work on!

Mansfield:

- Handouts with frees (?) on home visit plan.
- The sample lessons of each of the topics in the communication interaction section were very helpful - appreciated the detail and "completeness."
- Practice with the observation tool.
- Infant testing for hearing loss.
- Observation of interacts and families and children.
- Readings were good.
- Videos.
- Hands-on materials.

The class session would have been more valuable to me if:

Dayton:

(No comments)

Kirtland:

- We could have more time to discuss among our own group.
- It contained a more in depth lecture on ABR and EAOE testing - protocol, what they do, and don't do. How false positives are recorded, more physiological and acoustic background on them.
- I don't get anything out of the intercom segments, much more beneficial to spend the time discussing amongst each other.
- More sharing of personal experience in the group.
- Nothing against the session, but being an SLP, I knew most of the information and use these strategies daily.
- I would like more conversation among classmates.
- More discussion of specific techniques or specific video. I liked the video that stopped and labeled the interactions. It was helpful to hear the discussion as it occurred rather than recalling the scenario.
- More info. concerning incorporation of sign-language - so much emphasis on aural-oral to the exclusion of signing. How to be inclusive with Deaf families.

Mansfield:

- We had more time to watch the videos. We felt rushed going through videos.
- Materials would have been sent earlier, I received mine yesterday. I feel that today's session could have been covered in less time.
- Show of real instruments for role-playing hearing testing.
- Longer times for group discussion.
- Talked earlier of home visit plan and focus on this would have been beneficial.
- We spend more time on preschool parent/child interactions and less on infant parent/child interactions.

Unit 4: October 14, 1997

Hearing, Evaluation of Hearing, Hearing Aids

Points of Interest
Week 4

- On the first two questions, all three sites were comparable, on the last two questions, Mansfield's average rating was substantially higher.
- Somebody in Dayton was disgruntled.
- Mansfield, again, preferred the onsite discussion.
- Mansfield also approved of the longer video clips.
- Dayton wanted to have the teacher teach face-to-face.
- All wanted more time for discussion.
- However, someone at Mansfield wanted a faster pace and complained about the lulls in the conversation and lecture.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	14							6	86	**4.4**
Kirtland					1	10	4	40	5	50	**4.4**
Mansfield					3	21	7	50	4	29	**4.1**
Total	**1**	**3**			**4**	**13**	**11**	**35**	**15**	**48**	**4.3**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	14					1	14	5	71	**4.3**
Kirtland					1	10	8	80	1	10	**4.0**
Mansfield					4	29	6	43	4	29	**4.0**
Total	**1**	**3**			**5**	**16**	**15**	**48**	**10**	**32**	**4.1**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	14			1	14	2	29	3	43	**3.9**
Kirtland					1	10	9	90			**3.9**
Mansfield					2	14	5	36	7	50	**4.4**
Total	**1**	**3**			**4**	**13**	**16**	**52**	**10**	**32**	**4.1**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	14	1	14			2	29	3	43	**3.8**
Kirtland			2	20	3	30	5	50			**3.4**
Mansfield					4	29	4	29	6	43	**4.1**
Total	**1**	**3**	**3**	**10**	**7**	**23**	**11**	**35**	**9**	**29**	**3.8**

Specific points which were valuable or significant to me were:

Dayton:

- I was interested in pg. 189: importance of sound, because many deaf choose not to wear their aids.
- The discussion of the audiogram and C-D that was brought in by Suzanne.
- Now the audiogram is read. How I can understand it better.

Kirtland:

- Class discussions are very helpful, sharing experiences.
- Being able to share specific ideas to use w/families.
- Great discussion here at East Shore!
- Information shared between group about presenting audiograms.
- Seeing the varying children with various hearing losses have many levels of language abilities.
- Audiogram info.

Mansfield:

- Video of children with varying degrees of hearing loss; class discussions.
- Discussion held at our own individual site is much more valuable than discussing things with all the sites.
- Discussion of audiogram - explanation of terminology.
- Having the audiogram explained to me.
- The videos this week were very good! Longer clips are lots better.
- Better and longer videos.
- Topics on aide adaptations.
- Hands-on and visual aids are very helpful to me in particular.
- Different child and varying hearing losses.
- Better video input (longer tape clips).
- The tapes were helpful.
- Tapes good tonight.
- All. Although I have students on my caseload that have hearing loss and wear hearing aides, I had minimal information. This has been the most useful session to date.

The class session would have been more valuable to me if:

Dayton:

- Need close captioned on video tape.
- The phone didn't teach us but if a person could teach us face-to-face instead
- We could have gone into more depth on some issues concerning the audiogram.
- If we didn't have the telephone city-wide teaching us but if we had a teacher, as Margie or Emily, teaching us instead..
- Longer discussion time.

Kirtland:

- More discussion time.
- Discussions with small group were very helpful, would like more time.
- FM systems, cochlear implants.
- Videos of various testing procedures would be good.
- Could we have more time for class discussion?
- I am anxious to get more info. on viewing the different audiograms.

Mansfield:

- Would have liked more time with Christina on types of hearing aids.
- Hopefully, we'll have more time on testing procedures in other classes.
- There is so much information to absorb. I'm a little overwhelmed.
- Questions didn't have to be repeated.
- Discussions about different types of hearing evaluations. We also need more time for discussions after videos.
- We really got into several good discussions and were interrupted and rushed to finish up early.
- Want to know about aided hearing levels of children. This would have helped us understand the family's choice of communication system.
- More time for in depth discussion. There is a wealth of knowledge to draw from here in this class.
- The place was a little faster - sometimes I get lost in the lulls in conversation/lecture.

Unit 5: October 21, 1997

Review Hearing Aid Practicum, Auditory Development and Training

Points of Interest
Week 5

- Mansfield was a little lower than the other two sites in their degree of interest.
- Enjoyed actually getting hands on with a hearing aid.
- Again, students enjoyed the in class discussions and video clips.
- Students wanted more time – in general and of specific topics.
- Some students wanted more time for onsite discussion and less time on the phone.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							5	46	6	54	**4.5**
Kirtland							4	44	5	56	**4.6**
Mansfield					1	9	7	64	3	27	**4.2**
Total					**1**	**3**	**16**	**52**	**14**	**45**	**4.4**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					2	18	4	36	5	46	**4.3**
Kirtland					1	11	5	56	3	33	**4.2**
Mansfield					1	9	7	64	3	27	**4.2**
Total					**4**	**13**	**16**	**52**	**11**	**36**	**4.2**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							7	64	4	36	**4.4**
Kirtland					1	11	6	67	2	22	**4.1**
Mansfield					1	9	6	54	4	36	**4.3**
Total					**2**	**6**	**19**	**61**	**10**	**32**	**4.3**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					2	18	5	46	4	36	**4.2**
Kirtland			1	12			5	62	2	25	**4.0**
Mansfield					2	18	6	54	3	27	**4.1**
Total			**1**	**3**	**4**	**13**	**16**	**53**	**9**	**30**	**4.1**

Specific points which were valuable or significant to me were:

Dayton:

- When I was shown how to check hearing aids.
- The questions that occurred up in class and the intelligent in depth conversation that comes out of it.

Kirtland:

- Good discussion.
- Hands on exploration of hearing aids and various instruments used to check them.
- Working hands on w/hearing aids and how to read the audiogram.
- Interaction among group members, sharing of info., actual practice w/hearing aids, daily listening check.
- Great review of auditory information.
- Class presentation of listening, checking a hearing aid and maintenance of a hearing aid.

Mansfield:

- The Mansfield discussion a lot; audiograms, hearing aids, etc. Very informative!!
- Appreciated longer tape clips to observe and assess phases of auditory development.
- The ability of the cochlear implant child.
- Enjoyed the video clips.
- Hearing aids and hearing tests.
- Video of phases of auditory development really clarified some of the reading material.
- Reading the audiograms, examining the hearing aid.
- In class discussion of audiograms.
- Looking at the audiograms. Video clips of the levels of auditory development.

The class session would have been more valuable to me if:

Dayton:

- We had a little more time.
- If we had more time to discuss audiogram - technical issues concerning the hearing aids and the FM system.

Kirtland:

- More discussion of ABR and cochlear implants.
- We seem to spend a good deal of time discussing homework, this appears to be of little interest.
- We could use some of the audiograms. More cultural diversity among the clips!! Deaf families to a PA modeling auditory dev. skills.
- If the clips were a little longer.
- If I were more awake, bright-eyed, and bushy-tailed.
- Good session. As usual we could have had more time for discussion on site.

Mansfield:

- Less time discussing with whole group on the phone, more time in classes. It is very hard to pay attention when whole group is asking and answering questions. This is almost coma inducing. Everyone tunes out.
- Would have enjoyed continuing site discussion on audiogram.
- We needed much more time for review of audiograms and practice with hearing aids. More than half the class has little or no experience with these things, and were just getting familiar and comfortable with looking at audiograms when it was time to unit. This material could occupy an entire session.
- It would be neat to go into a soundproof booth and experience the different types of testing to make the connection.
- More time to talk within our group. It would be helpful if we would be able to see how we are doing on our papers/homework!
- We needed more time to discuss.
- Less time was spent on simple ideas (ex: attending to sounds, etc.) Also, too hard to discuss things between all sites. I learned much more from discussions at our site alone. Loved our 1/2 hr. doing audiograms, etc. with Mansfield, site alone.

Other Comments

Mansfield:

- Very redundant - but that's the nature of the material.

Unit 6: November 4, 1997

Communication Methodologies

Points of Interest
Week 6

- All sites seemed disappointed with the media, but especially Dayton.
- Dayton rated the print material the lowest of the three sites, too.
- Kirtland rated themselves as especially interested in this class session.
- Mansfield's rating of their interest was the lowest rating of the four questions.
- The students in Dayton did not list any points that were valuable or significant.
- Kirtland and Mansfield enjoyed the discussion time.
- Someone at Kirtland thought that ASL was stressed too much in relationship to the other methodologies including Oral.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					1	33			2	67	4.3
Kirtland					1	10	2	20	7	70	4.6
Mansfield					6	60	3	30	1	10	3.5
Total					**8**	**35**	**5**	**22**	**10**	**45**	**4.1**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					1	33	1	33	1	33	4.0
Kirtland					2	20	5	50	3	30	4.1
Mansfield					3	30	5	50	2	20	3.9
Total					**6**	**26**	**11**	**48**	**6**	**26**	**4.0**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			1	33	1	33	1	33			**3.0**
Kirtland	1	10			3	30	4	40	2	20	**3.6**
Mansfield					3	30	3	30	4	40	**4.1**
Total	**1**	**4**	**1**	**4**	**7**	**30**	**8**	**35**	**6**	**26**	**3.8**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	33			2	67					**2.3**
Kirtland	1	10			1	10	6	60	2	20	**3.8**
Mansfield					2	20	8	80			**3.8**
Total	**2**	**9**			**5**	**22**	**14**	**61**	**2**	**9**	**3.6**

Specific points which were valuable or significant to me were:

Dayton: (none written)

Kirtland:

- Thanks for giving us time for discussion, this is very helpful to brainstorm and problem solve with our peers! P.S. Judy's great!... Very knowledgeable and informed! :)
- Case scenarios and discussions.
- Class discussions
- Discussions were valuable.
- Great discussion.
- Great group discussion!
- Group discussion.
- I enjoyed and learned from more time spent sharing information as a group.

Mansfield:

- Discussing methodology over video descriptions/examples.
- Thanks for being flexible regarding questions!
- All
- Then hands-on time with discussion of various hearing aids, etc.
- Mid-term was very practical. I did the hearing aid task and would have liked to have done the audiological too. It would be helpful to include these as class activities. It was also very helpful to have a meaningful cross-site discussion.

The class session would have been more valuable to me if:

Dayton:

- If we would have mentioned for the students that there is a great deal of controversy (from different factions) surrounding the issue of what communication methods to use.

Kirtland:

- More time.

Mansfield:

- More video time...to discuss more.

Other Comments

Kirtland:

- Why were there 30 - 1 pages on ASL and L 10 on the other methodologies?
- Oral should have been more fun.

Unit 7: November 11, 1997

Language Development and Facilitation, Part 1: Aural-Oralism

Points of Interest
Week 7

- Dayton did not submit any data for this week.
- Kirtland and Mansfield rated the first two questions comparably.
- Mansfield preferred the print material and media substantially more than did Kirtland.
- The students enthusiastically expressed enjoyment of the guest speaker and the video that was shown.
- Neither Kirtland nor Mansfield had any suggestions to make about the session.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland					1	11	2	22	6	67	**4.6**
Mansfield							6	50	6	50	**4.5**
Total					**1**	**5**	**8**	**38**	**12**	**57**	**4.5**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland					1	11	3	33	5	56	**4.4**
Mansfield							6	50	6	50	**4.5**
Total					**1**	**5**	**9**	**43**	**11**	**52**	**4.5**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland					3	33	5	56	1	11	**3.8**
Mansfield					2	17	4	33	6	50	**4.3**
Total					**5**	**24**	**9**	**43**	**7**	**33**	**4.1**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland					3	33	5	56	1	11	**3.8**
Mansfield			1	8	1	8	1	8	9	75	**4.5**
Total			**1**	**5**	**4**	**19**	**6**	**29**	**10**	**48**	**4.2**

Specific points which were valuable or significant to me were:

Dayton: (no data submitted for this week)

Kirtland:

- It was wonderful having a great speaker - Gina was interesting, informative - it was great listening to her story!
- Speakers perspective.
- Speaker was wonderful.
- Guest speaker was outstanding!
- Listening to person trained in aural/oral programming.
- Talking to guest speaker.
- Speaker was wonderful.

Mansfield:

- The documentary "My Deaf Son" was exceptional!! Exploring the various methodologies, the interviews and different perspectives were very valuable.
- Role play, homework assignment on resources, video tape.
- For a Deaf Son, excellent!
- Movie was sensational - painful, but wonderful too!
- The video of Tommy was great.
- Film "For a Deaf Son"
- Watching the video "For a Deaf Son!"
- Fine
- Excellent video!
- The video was very impressive. It was also helpful to do the presentation of the material to a partner.
- "For a Deaf Son" was the best resource yet.
- Fine

The class session would have been more valuable to me if:

Dayton: (no data submitted for this week)

Kirtland:
- Ok as is.

Mansfield:
- OK
- Ok

Unit 8: November 18, 1997

Language Development and Facilitation, Part 2: Total Communication

Points of Interest
Week 8

- Dayton did not submit any data for this week.
- Both Kirtland and Mansfield rated the print material and media substantially lower then their interest or the value received.
- Both Kirtland and Mansfield enthusiastically stated that they enjoyed the guest speakers.
- None of the students at Kirtland wrote any response to the question about suggestions.
- None of the students at Mansfield offered any suggestions.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland							4	44	5	56	**4.6**
Mansfield			1	10	1	10	2	20	6	60	**4.3**
Total			**1**	**5**	**1**	**5**	**6**	**32**	**11**	**58**	**4.4**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland							5	56	4	44	**4.6**
Mansfield			1	10			2	20	7	70	**4.5**
Total			**1**	**5**			**7**	**37**	**11**	**58**	**4.5**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland			1	11	2	22	5	57	1	11	**3.7**
Mansfield			2	18	1	9	4	36	4	36	**3.9**
Total			**3**	**15**	**3**	**15**	**9**	**45**	**5**	**25**	**3.8**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton											**NA**
Kirtland			1	11	3	33	4	44	1	11	**3.6**
Mansfield			2	18	2	18	4	36	3	27	**3.7**
Total			**3**	**15**	**5**	**25**	**8**	**40**	**4**	**20**	**3.6**

Specific points which were valuable or significant to me were:

Dayton: (no data submitted for this week)

Kirtland:

- Speaker was very interesting and a great help
- Excellent speaker
- Great speaker.
- I really enjoyed our speaker.
- Speakers are very interesting.
- The guest speaker was terrific - the class conversations were good. * The soup was good too!
- Insight into TC user - an analogy of a deaf child's "ears are closed, eyes are open."
- Speaker!
- Again, our speaker was terrific!

Mansfield:

- The speakers were wonderful.
- Excellent speakers.
- The visits from the deaf adults was extremely eye-opening. I really appreciated hearing their straight talk and honest opinions.
- Speakers
- The speakers were great!
- Guest speakers were great!
- Guest speakers.
- Guest speakers.
- Homework assignment was very helpful. Our speakers were great.
- Fine
- Deaf adults

The class session would have been more valuable to me if:

Dayton: (no data submitted for this week)

Kirtland:
(no comments written for this question)

Mansfield:
- Good

Unit 9: November 25, 1997

Language Development and Facilitation, Part 3: Bilingual-Biculturalism, Deaf Mentoring, American Sign Language

Points of Interest
Week 9

- Mansfield rated the first three questions lower than did the other two sites.
- Dayton rated the media substantially lower than did the other two sites but rated the first three questions higher.
- Dayton did not write any comments on their survey forms.
- Both Kirtland and Mansfield enjoyed the videotape on ASL.
- Kirtland wanted more information on bi-bi.
- A student at Mansfield felt that the class session got bogged down.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							1	50	1	50	**4.5**
Kirtland					2	25	2	25	4	50	**4.2**
Mansfield					7	58	3	25	2	17	**3.6**
Total					**9**	**41**	**6**	**27**	**7**	**32**	**3.9**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							1	50	1	50	**4.5**
Kirtland					2	25	3	38	3	38	**4.1**
Mansfield					5	42	6	50	1	8	**3.7**
Total					**7**	**32**	**10**	**45**	**5**	**23**	**3.9**

I rate the effectiveness of the print materials as

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							1	50	1	50	**4.5**
Kirtland					1	12	6	75	1	12	**4.0**
Mansfield					4	33	6	50	2	17	**3.8**
Total					**5**	**23**	**13**	**59**	**4**	**18**	**4.0**

I rate the media support as

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	50					1	50			**2.5**
Kirtland					1	14	3	43	3	43	**4.3**
Mansfield					2	17	5	42	5	42	**4.2**
Total	**1**	**5**			**3**	**14**	**9**	**43**	**8**	**38**	**4.1**

Specific points which were valuable or significant to me were:

Dayton:
(no comments written for this question)

Kirtland:

- I enjoyed the tape describing ASL
- I enjoyed the video of the instruction on ASL. I hope that tape is available for us to purchase.
- Discussion on how to modify communication topics for ASL approach.
- Fluent ASL user tape. Articles included in reading.
- Last video describing ASL was very good.
- The ASL video was very good.

Mansfield:

- The video tapes on ASL.
- ASL Tape (Petra)
- ASL tapes
- The video tapes on ASL
- ASL Demo tape was outstanding.
- The video tapes on ASL

The class session would have been more valuable to me if:

Dayton:
(no comments written for this question)

Kirtland:
- We could have had a bi-bi guest as we did the last two weeks
- Was ok!
- More info. on how to integrate bi-bi into older children's transition to reading

Mansfield:
- Fine
- Tonight seemed to get bogged down and actual knowledge gain seemed to be less than usual.

Unit 10: December 2, 1997

Gathering, Reporting, and Using Information: Application of the SKI-HI Program

Points of Interest
Week 10 – Overall

- The surveys this week were really about the course overall.

- The students were least satisfied with the media but most satisfied with the print materials.

- Things that were mentioned as being valuable included:
    - Speakers
    - Group work
    - Coordination of information
    - The facilitator.

- Many students thought the amount of outside work was excessive.

- Students wanted to spend more time in onsite discussion.

I rate my degree of interest in this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton									2	100	**5.0**
Kirtland					1	17	3	50	2	33	**4.2**
Mansfield					2	18	5	46	4	36	**4.2**
Total					**3**	**16**	**8**	**42**	**8**	**42**	**4.3**

I rate the value received from this class session as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							1	33	2	67	**4.7**
Kirtland			1	17	2	33	1	17	2	33	**3.7**
Mansfield					2	18	5	46	4	37	**4.2**
Total			**1**	**5**	**4**	**20**	**7**	**35**	**8**	**40**	**4.1**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							1	33	2	37	**4.7**
Kirtland					2	33	3	50	1	17	**3.8**
Mansfield					2	18			9	82	**4.6**
Total					**4**	**20**	**4**	**20**	**12**	**60**	**4.4**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton	1	33					1	33	1	33	**3.3**
Kirtland	1	20			3	60	1	20			**2.8**
Mansfield					2	25	5	62	1	12	**3.9**
Total	**2**	**12**			**5**	**31**	**7**	**44**	**2**	**12**	**3.4**

Specific points which were valuable or significant to me were:

Dayton:

- The sensitivity training for telling a parent about their child - the use of more friendly vocabulary.
- The graphics were very useful.

Kirtland:

- Class discussion was most valuable. We needed time to spend on problem solving our individual clients.
- The speakers who came to class weeks 8 and 9.
- Coordination of information.
- The group work was great but the amount of paperwork was excessive. We had a great group that could have benefited from more group discussion about specific problem areas.
- The group final was fun and team oriented. Judy was very helpful and supportive.
- Books and written material were self-explanatory and useful for future programs. Judy was excellent as a site instructor.

Mansfield:

- The IFSP process was helpful to pull it all together.
- Resource list assignment deaf mentoring.
- For a Deaf Son.
- More speakers.
- Actual forms and practical application.
- Entire class and program.
- The sample that Bethany made up was invaluable! Thank you! (Christine Loddo was a superb facilitator!

The class session would have been more valuable to me if:

Dayton:

- The Aural/Oral portion was difficult. I believe that the language development portion for any methodology is similar and that the Aural/Oral portion should be looked at.

Kirtland:

- Would have liked to "team" regarding specific client/family issues. It was difficult to complete field or community experiences for post session assignments weekly. It would have been more easier for me if I could have had 2 weeks to complete a field experience. Would like to have seen you as you taught.
- I felt the class assignments were lengthy and time consuming. More time for group discussions. Need more time than a week to set up some of the field assignments.
- More meat, more information in "lectures".
- Amount of homework was excessive. I felt for credits received the amount of work was ridiculous. I would have preferred to talk within our groups
- The class sessions were beneficial, however, the amount of paperwork was a bit much! I wanted more time to problem solve with the class about families, "difficult families"! The books are and will be helpful! Also, I wanted more time to spend in reading - less papers!
- We had more time to share in group. Gain knowledge from others. Less papers vs. Reading - not enough time for both in one week. The amount of work overall for the college credit received.
- Paper work for the class was a bit extensive.

Mansfield:

- We shouldn't have had homework before final!
- No homework before final class to prepare.
- More time at the first session to get acquainted once we got to know each other our discussions were more fruitful.
- I have learned a lot in this process and feel more confident about my journey in the hearing impaired world.
- Christine did a wonderful job as facilitator. Was consistently enthusiastic and helpful in taking down information for us.

Other Comments:

Kirtland:

- Too verbal and repetitive.

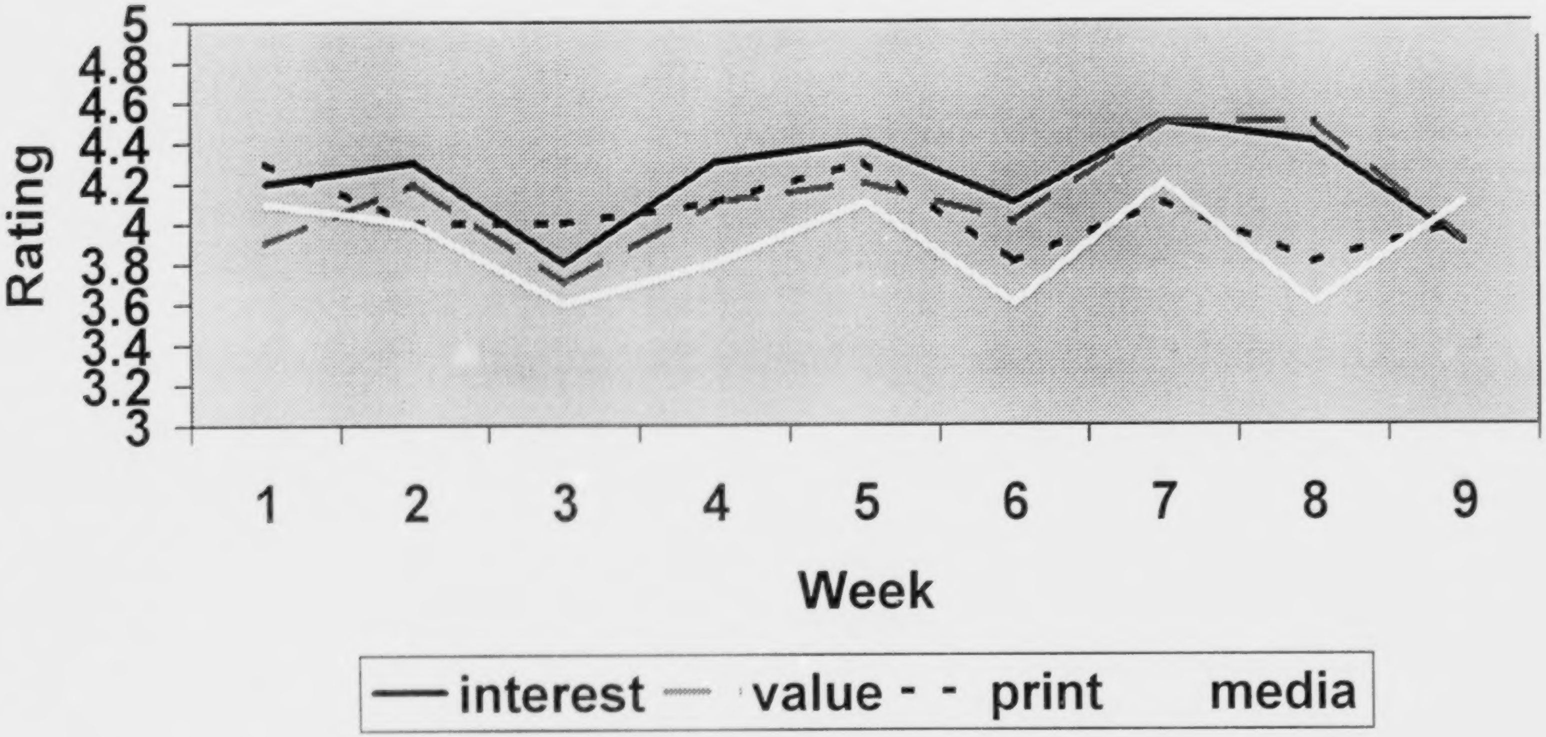
Comparison Across Weeks

Points of Interest
Comparison of All Individual Weeks
Weeks 1-9

- The relative rankings of the ratings were:
  - Interest
  - Value
  - Print materials
  - Media.
- The relative rankings of the satisfaction of the three sites were:
  - Mansfield
  - Dayton
  - Kirtland.
- It should be kept in mind that there was no data from Dayton for two of the nine weeks.

The following chart shows the trends of the four questions across the nine weeks. As can be seen interest and value remained high or increased while print materials and media started out comparable to interest and value. By the end of the nine weeks print material and media were obviously separated and lower.

Average Rating for Weeks



Average Ratings
I rate my degree of interest in this class session as:

Class #	Dayton	Kirtland	Mansfield	**All**
1	4.7	3.8	4.3	**4.2**
2	4.6	4.2	4.4	**4.3**
3	4.2	3.6	3.8	**3.8**
4	4.4	4.4	4.1	**4.3**
5	4.5	4.6	4.2	**4.4**
6	4.3	4.6	3.5	**4.1**
7		4.6	4.5	**4.5**
8		4.6	4.3	**4.4**
9	4.5	4.2	3.6	**3.9**
Total	**4.5**	**4.3**	**4.1**	**4.2**

Average Ratings
I rate the value received from this class session as:

Class #	Dayton	Kirtland	Mansfield	**All**
1	4.1	3.5	4.1	**3.9**
2	4.3	4.1	4.3	**4.2**
3	3.5	3.6	3.8	**3.7**
4	4.3	4.0	4.0	**4.1**
5	4.3	4.2	4.2	**4.2**
6	4.0	4.1	3.9	**4.0**
7		4.4	4.5	**4.5**
8		4.6	4.5	**4.5**
9	4.5	4.1	3.7	**3.9**
Total	**4.1**	**4.1**	**4.1**	**4.1**

Average Ratings

I rate the effectiveness of the print materials as:

Class #	Dayton	Kirtland	Mansfield	All
1	4.5	4.0	4.5	**4.3**
2	4.0	3.8	4.3	**4.0**
3	3.8	3.6	4.3	**4.0**
4	3.9	3.9	4.4	**4.1**
5	4.4	4.1	4.3	**4.3**
6	3.0	3.6	4.1	**3.8**
7		3.8	4.3	**4.1**
8		3.7	3.9	**3.8**
9	4.5	4.0	3.8	**4.0**
Total	**4.1**	**3.8**	**4.2**	**4.0**

Average Ratings
I rate the media support as:

Class #	Dayton	Kirtland	Mansfield	**All**
1	4.0	4.1	4.3	**4.1**
2	4.0	3.8	4.2	**4.0**
3	3.4	3.4	3.8	**3.6**
4	3.8	3.4	4.1	**3.8**
5	4.2	4.0	4.1	**4.1**
6	2.3	3.8	3.8	**3.6**
7		3.8	4.5	**4.2**
8		3.6	3.7	**3.6**
9	2.5	4.3	4.2	**4.1**
Total	**3.7**	**3.8**	**4.1**	**3.9**

Comparison of All Responses About Class Sessions

Class #	Degree of Interest	Value Received	Effectiveness of Print	Media Support	Average
1	4.2	3.9	4.3	4.1	**4.1**
2	4.3	4.2	4.0	4.0	**4.2**
3	3.8	3.7	4.0	3.6	**3.8**
4	4.3	4.1	4.1	3.8	**4.1**
5	4.4	4.2	4.3	4.1	**4.2**
6	4.1	4.0	3.8	3.6	**3.9**
7	4.5	4.5	4.1	4.2	**4.3**
8	4.4	4.5	3.8	3.6	**4.1**
9	3.9	3.9	4.0	4.1	**4.0**
Total	**4.2**	**4.1**	**4.0**	**3.9**	**4.1**

Dayton

Points of Interest
Dayton

- It is hard to interpret what might have been if Dayton had submitted data for all nine weeks.
- They were obviously least satisfied with the media.
- They rated their interest in the class the highest of all four questions.
- They rated:
  - their interest lowest during week three and highest during week one
  - the value lowest during week three and highest during weeks two, five and six
  - the print materials lowest during week six and highest during week one
  - the media lowest during week six and highest during week five.

Each of the following tables are followed by a chart comparing Dayton's trends against Kirtland and Mansfield.

Dayton
I rate my degree of interest in this class session as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					1	14			6	86	**4.7**
2							3	43	4	57	**4.6**
3			1	16			2	33	3	50	**4.2**
4	1	14							6	86	**4.4**
5							5	46	6	54	**4.5**
6					1	33			2	67	**4.3**
7											
8											
9							1	50	1	50	**4.5**
Total	**1**	**2**	**1**	**2**	**2**	**5**	**11**	**26**	**28**	**65**	**4.5**

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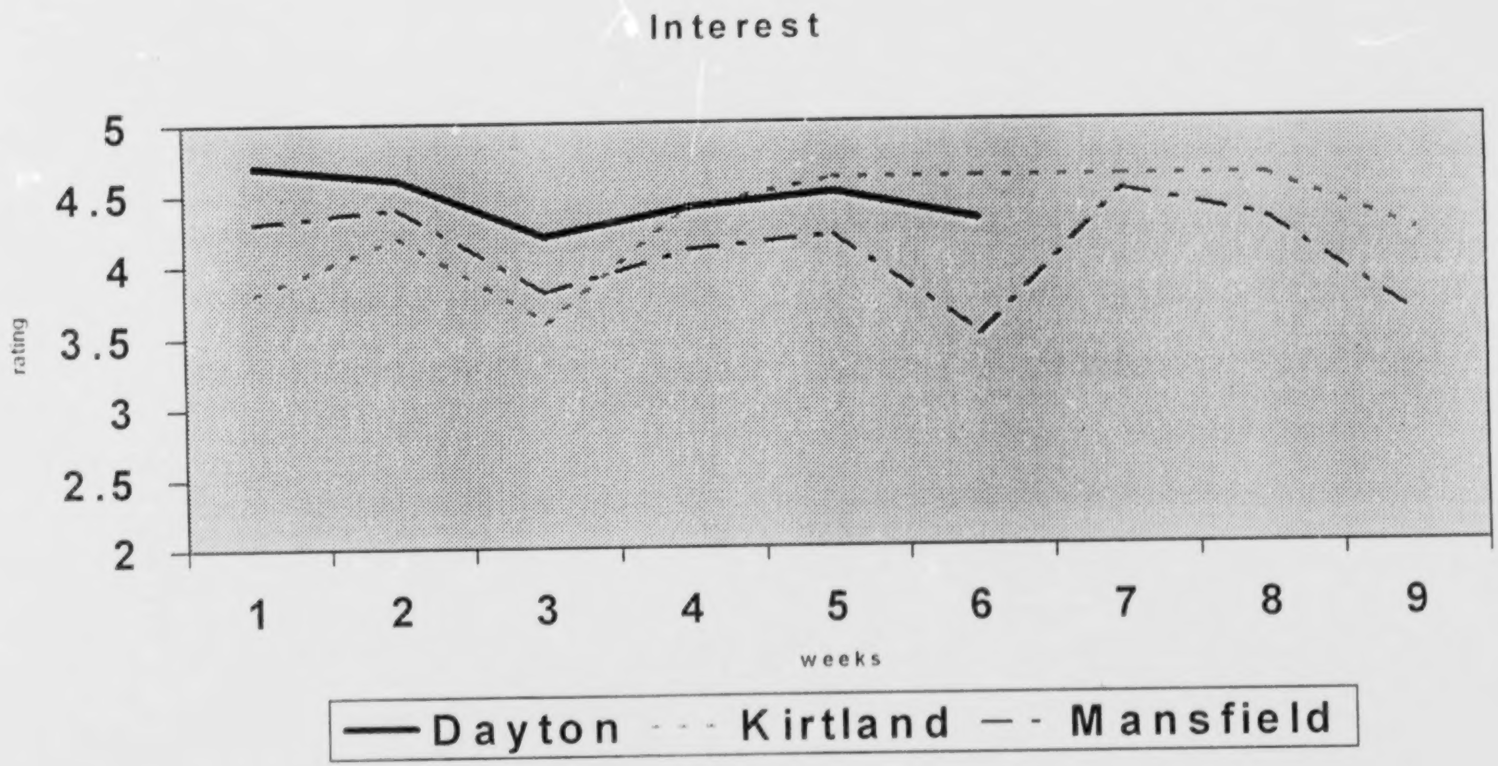
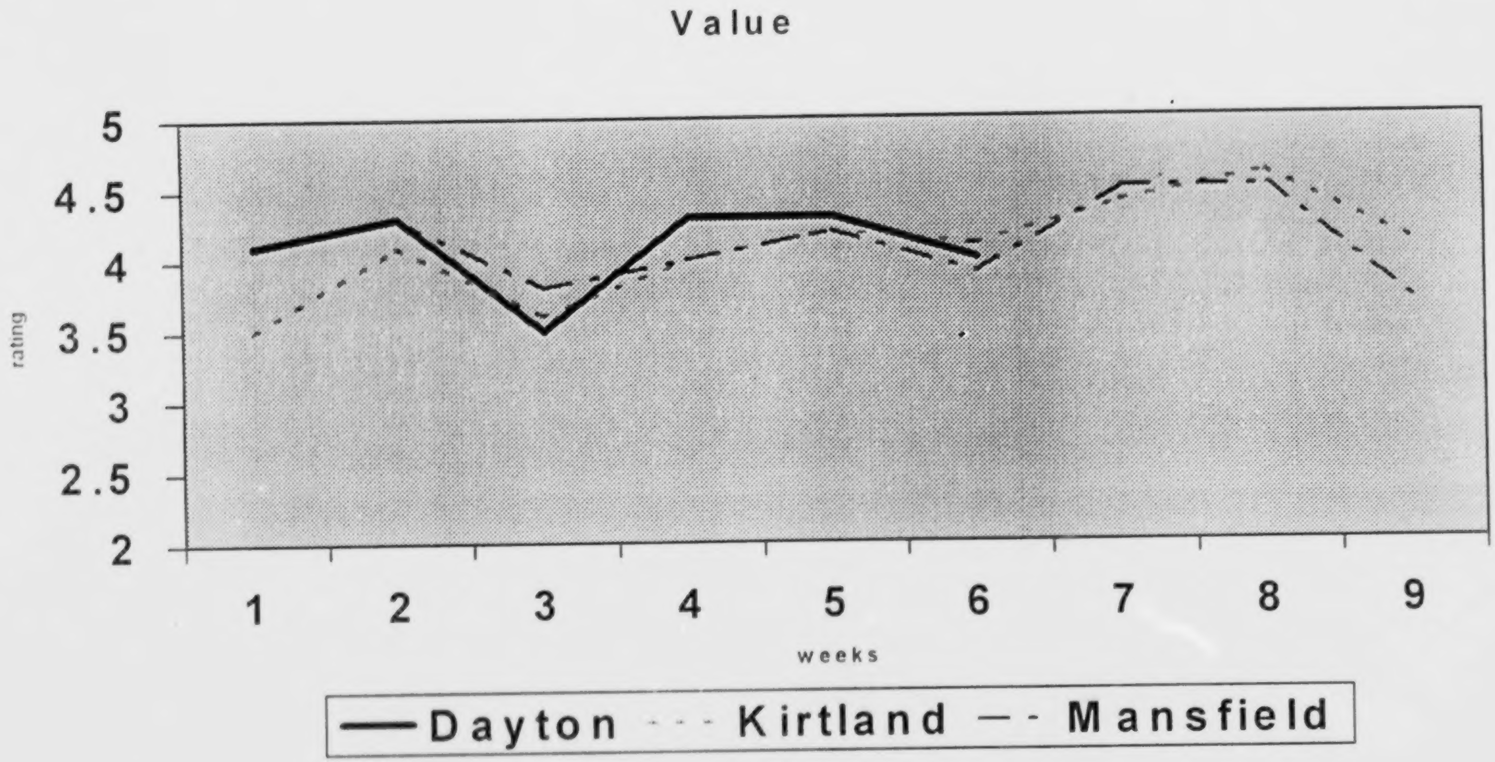

Interest
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

Dayton
I rate the value received from this class session as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					2	29	2	29	3	43	**4.1**
2							5	71	2	29	**4.3**
3			1	17	2	33	2	33	1	17	**3.5**
4	1	14					1	14	5	71	**4.3**
5					2	18	4	36	5	46	**4.3**
6					1	33	1	33	1	33	**4.0**
7											
8											
9							1	50	1	50	**4.5**
Total	**1**	**2**	**1**	**2**	**7**	**16**	**16**	**37**	**18**	**42**	**4.1**


Value
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

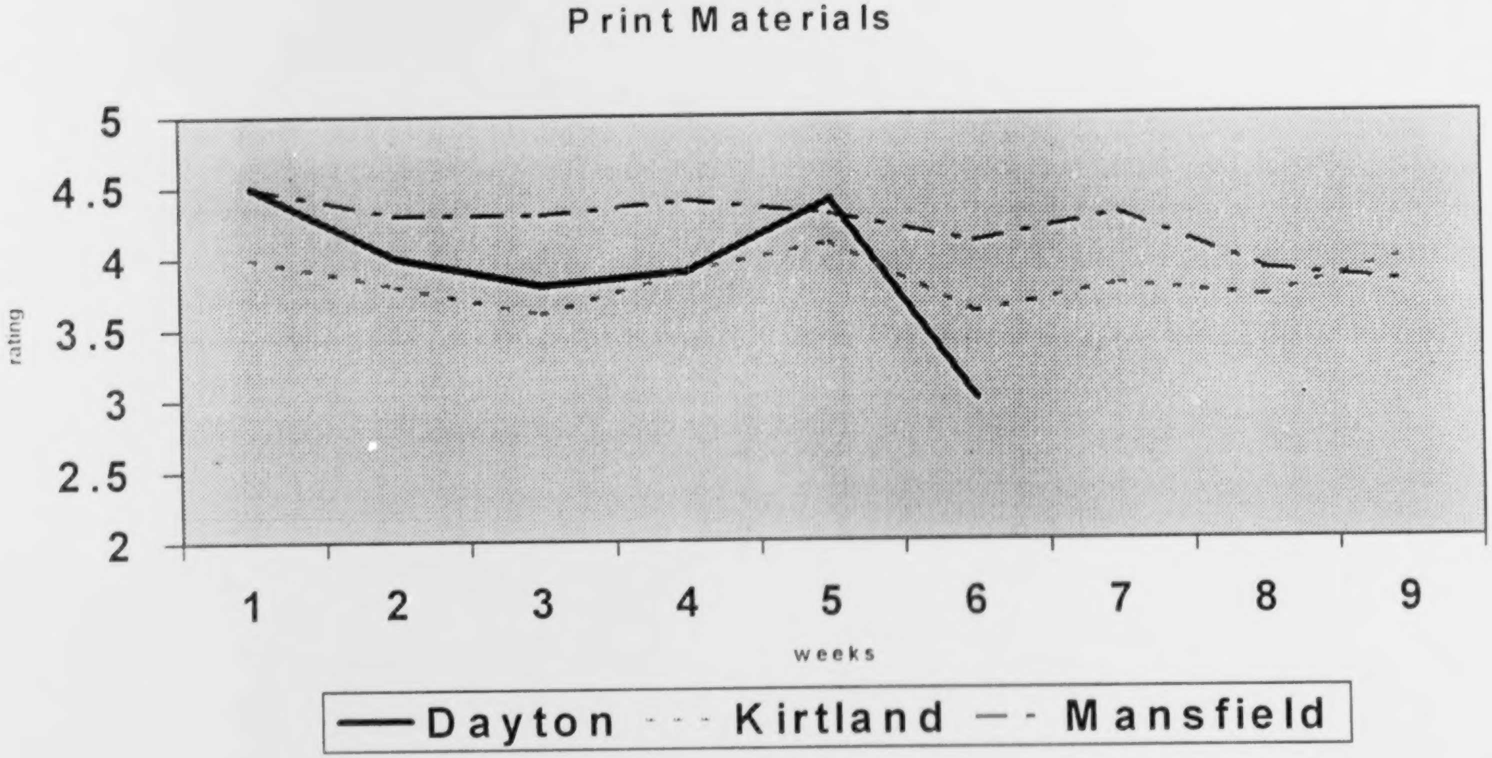
417

418

Dayton

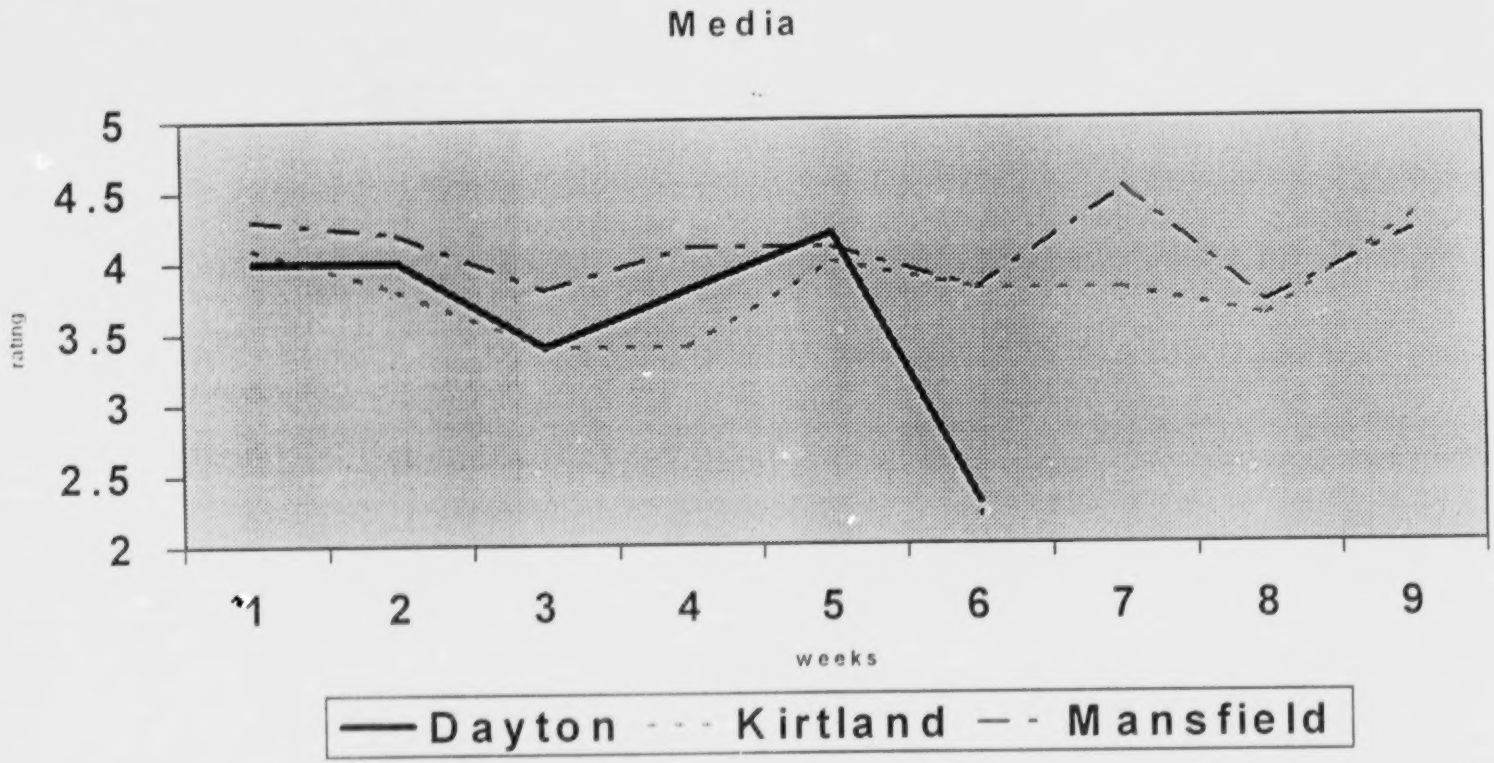
I rate the effectiveness of the print materials as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					1	17	1	17	4	67	**4.5**
2					2	29	3	43	2	29	**4.0**
3			1	17			4	67	1	17	**3.8**
4	1	14			1	14	2	29	3	43	**3.9**
5							7	64	4	36	**4.4**
6			1	33	1	33	1	33			**3.0**
7											
8											
9							1	50	1	50	**4.5**
Total	**1**	**2**	**2**	**5**	**5**	**12**	**19**	**45**	**15**	**36**	**4.1**


Print Materials
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

Dayton
I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1	1	14			1	14	1	14	4	57	**4.0**
2					1	14	5	71	1	14	**4.0**
3			2	33	1	17	2	33	1	17	**3.4**
4	1	14	1	14			2	29	3	43	**3.8**
5					2	18	5	46	4	36	**4.2**
6	1	33			2	67					**2.3**
7											
8											
9	1	50					1	50			**2.5**
Total	**4**	**9**	**3**	**6**	**7**	**16**	**16**	**37**	**13**	**30**	**3.7**


Media
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

423

424

Kirtland

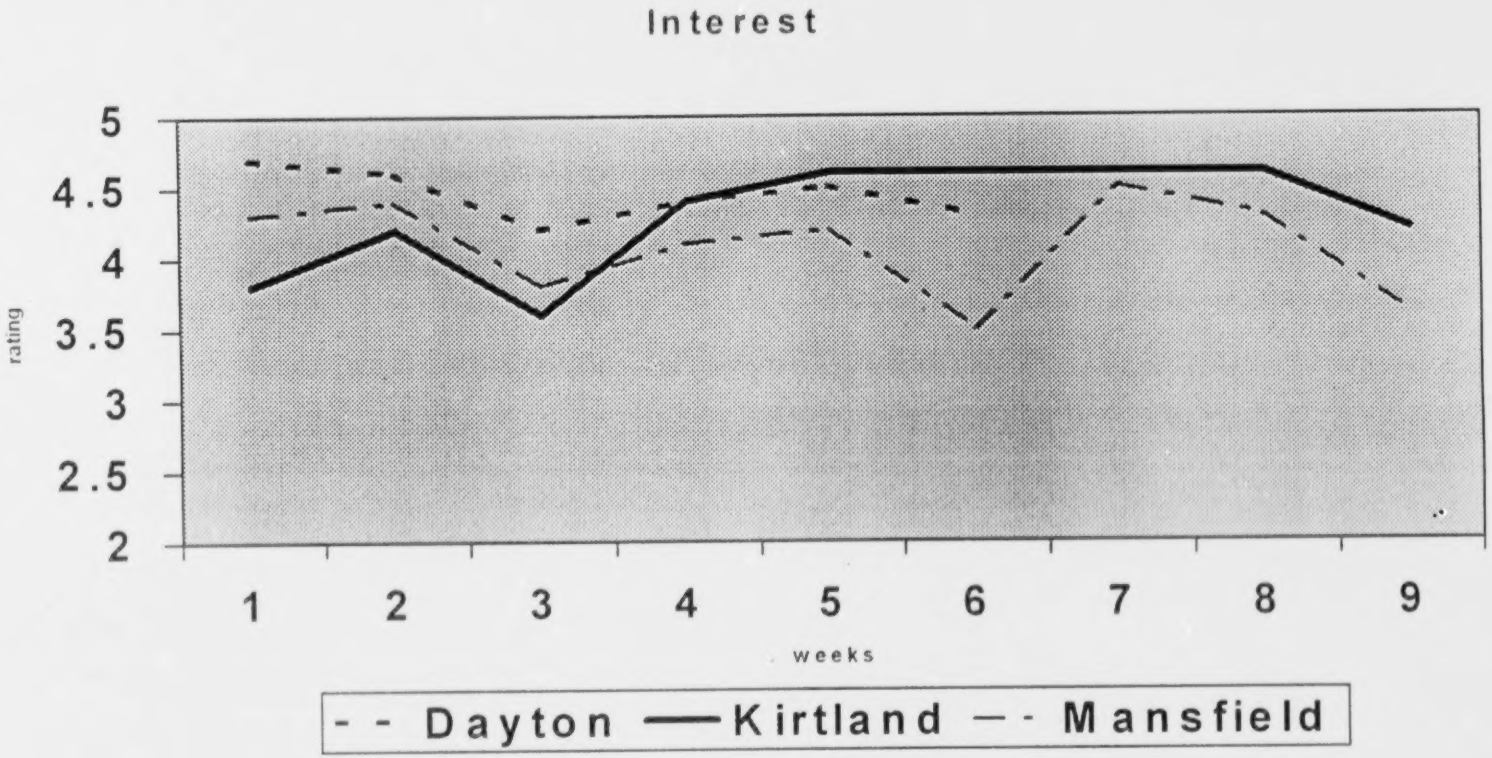
Points of Interest
Kirtland

- Like all the students in the course, the students in Kirtland showed a slight split between their interest and satisfaction with the value and their satisfaction with the print materials and media.
- Overall their averages were rather high
- They rated:
    - their interest lowest during week three and highest during weeks five through eight
    - the value they placed on the session was lowest during week one and highest during week eight
    - the print materials was lowest during weeks three and six and highest during week five
    - the media was lowest during weeks three and four and highest during week nine.

Each of the following tables are followed by a chart comparing Kirtland's trends against Dayton's and Mansfield's.

Kirtland
I rate my degree of interest in this class session as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1			1	9	2	18	6	54	2	18	**3.8**
2							9	90	1	10	**4.2**
3			1	10	4	40	4	40	1	10	**3.6**
4					1	10	4	40	5	50	**4.4**
5							4	44	5	56	**4.6**
6					1	10	2	20	7	70	**4.6**
7					1	11	2	22	6	67	**4.6**
8							4	44	5	56	**4.6**
9					2	25	2	25	4	50	**4.2**
Total			**2**	**2**	**11**	**13**	**37**	**43**	**36**	**42**	4.3

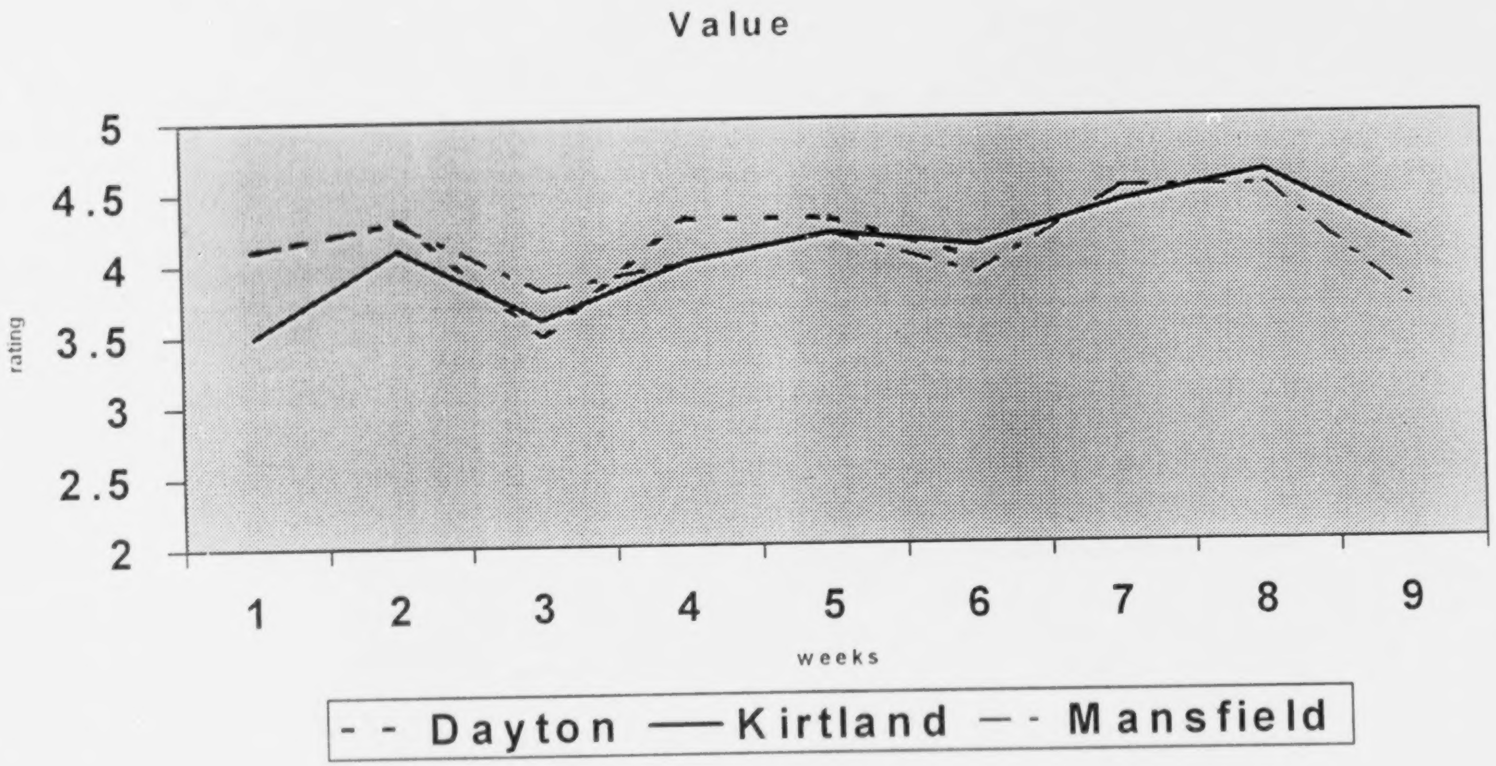

Interest
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
- - Dayton
Kirtland
- - Mansfield

428

429

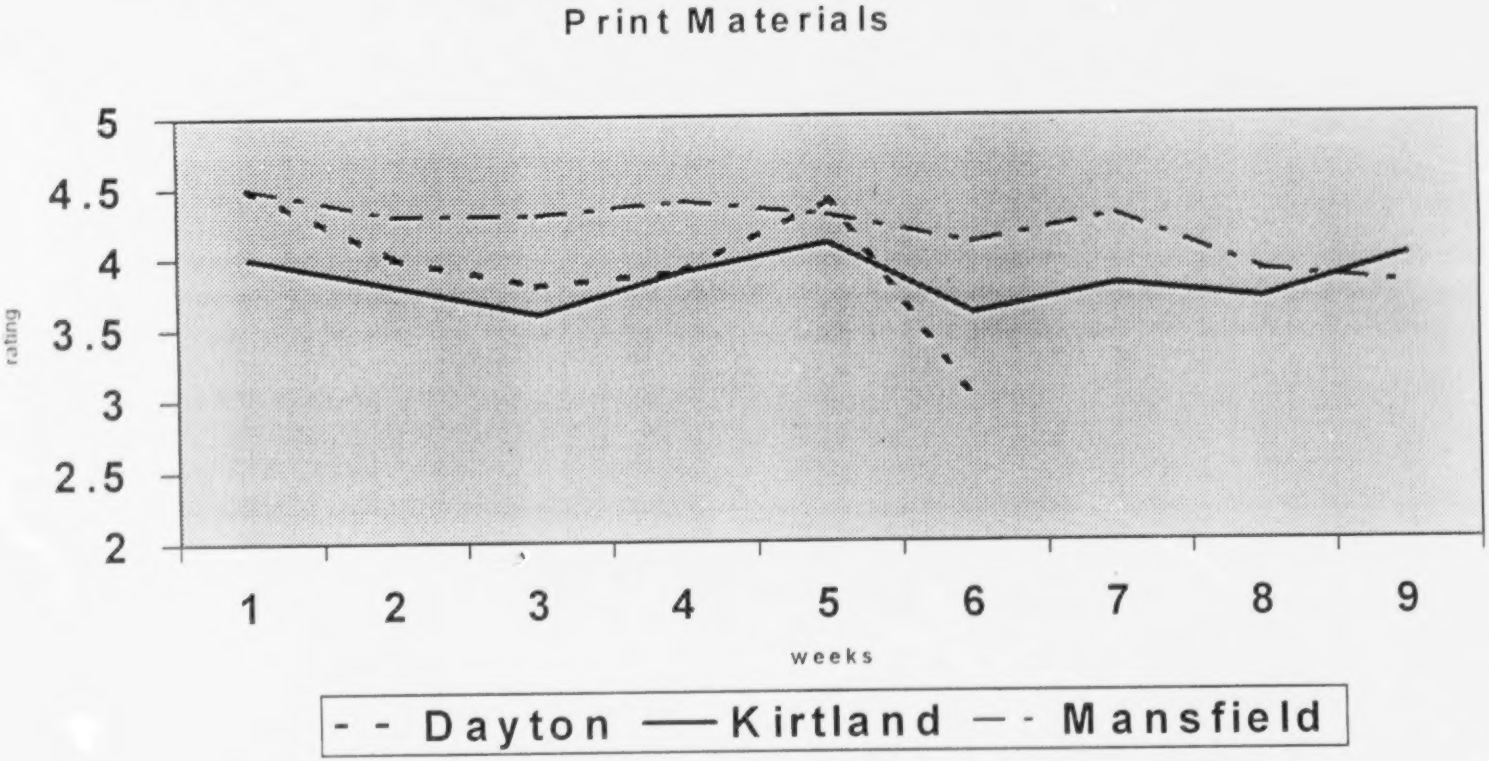
Kirtland
I rate the value received from this class session as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1			1	9	4	36	5	46	1	9	**3.5**
2					1	10	7	70	2	20	**4.1**
3			1	10	3	30	5	50	1	10	**3.6**
4					1	10	8	80	1	10	**4.0**
5					1	11	5	56	3	33	**4.2**
6					2	20	5	50	3	30	**4.1**
7					1	11	3	33	5	56	**4.4**
8							5	56	4	44	**4.6**
9					2	25	3	38	3	38	**4.1**
Total			**2**	**2**	**14**	**16**	**44**	**51**	**23**	**27**	**4.1**


Value
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

Kirtland
I rate the effectiveness of the print materials as:

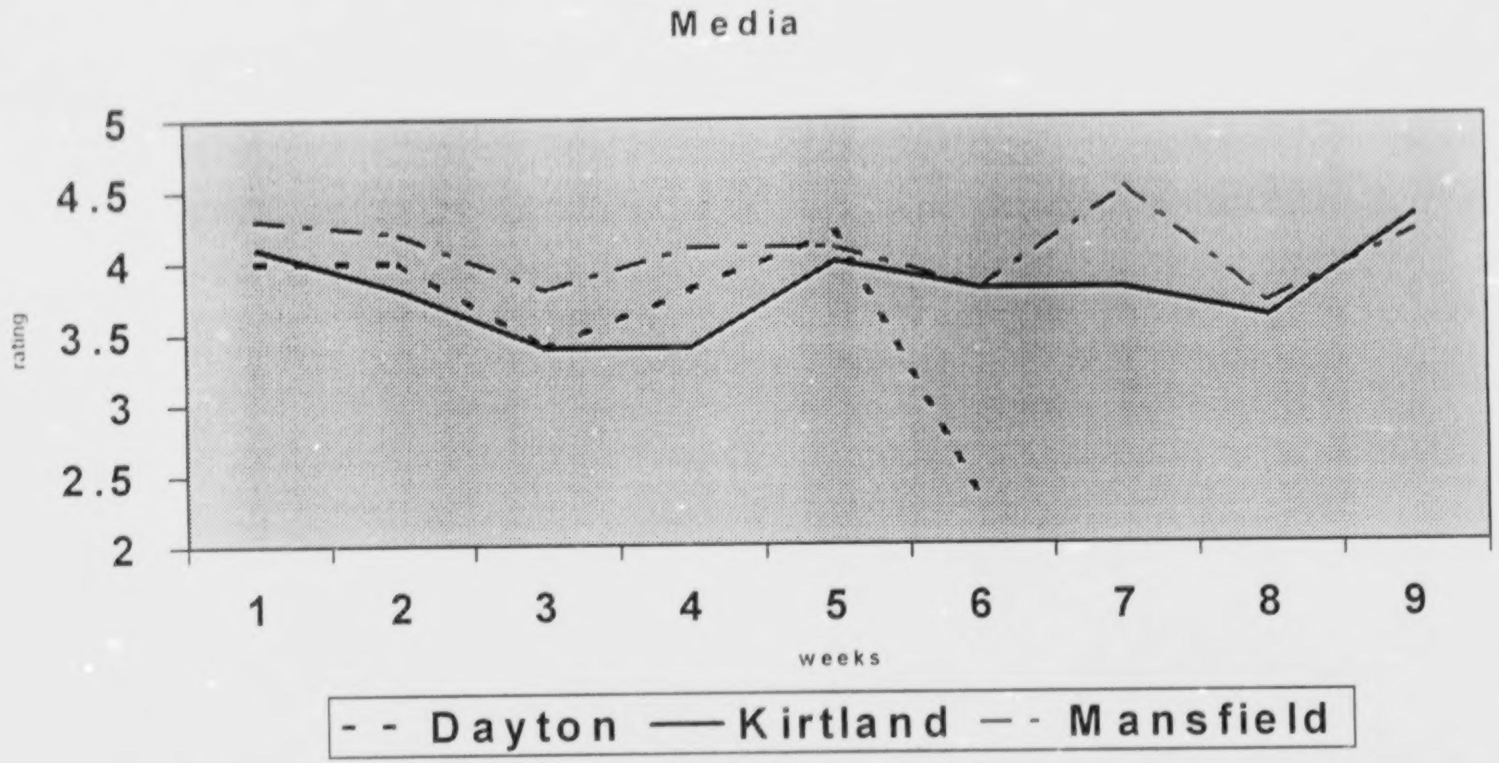
Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					3	27	5	46	3	27	**4.0**
2			1	10	2	20	5	50	2	20	**3.8**
3					4	40	6	60			**3.6**
4					1	10	9	90			**3.9**
5					1	11	6	67	2	22	**4.1**
6	1	10			3	30	4	40	2	20	**3.6**
7					3	33	5	56	1	11	**3.8**
8			1	11	2	22	5	57	1	11	**3.7**
9					1	12	6	75	1	12	**4.0**
Total	**1**	**1**	**2**	**2**	**20**	**23**	**51**	**59**	**12**	**14**	3.8


Print Materials
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
- - Dayton
—— Kirtland
— - Mansfield

Kirtland

I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					3	27	4	36	4	36	**4.1**
2					2	20	8	80			**3.8**
3			1	10	4	40	5	50			**3.4**
4			2	20	3	30	5	50			**3.4**
5			1	12			5	62	2	25	**4.0**
6	1	10			1	10	6	60	2	20	**3.8**
7					3	33	5	56	1	11	**3.8**
8			1	11	3	33	4	44	1	11	**3.6**
9					1	14	3	43	3	43	**4.3**
Total	**1**	**1**	**5**	**6**	**20**	**24**	**45**	**54**	**13**	**16**	**3.8**


Media
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
- - Dayton
—— Kirtland
— - Mansfield

437

438

Mansfield

Points of Interest
Mansfield

- The students at Mansfield did not show the split between their interest and satisfaction with the value and their satisfaction with the print materials and media.

- The average total ratings differed by only one percentage point across the four questions.

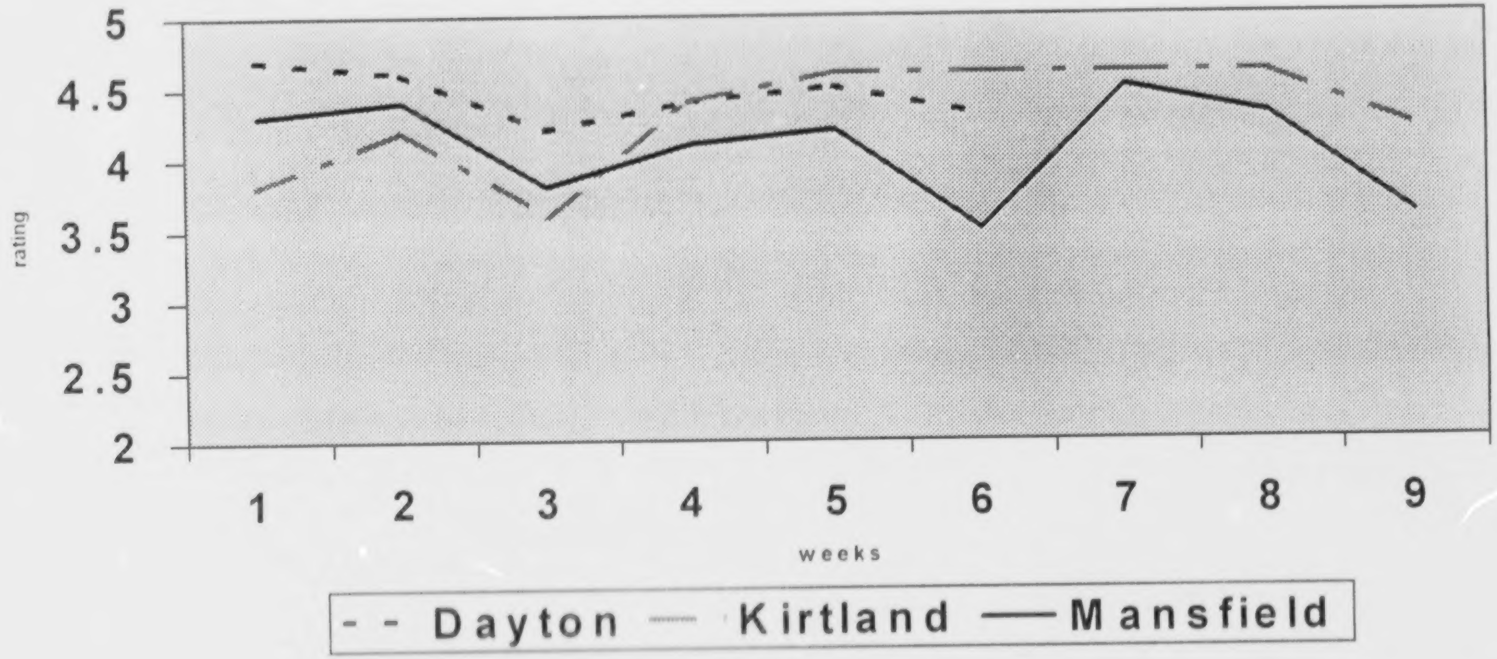
- Overall, their averages were rather high.

- They rated:
  - their interest lowest during week six and highest during week seven
  - the value they placed on the session was lowest during week nine and highest during weeks seven and eight
  - the print materials was lowest during week nine and highest during week one
  - the media was lowest during week eight and highest during week seven.

Each of the following tables is followed by a chart comparing Mansfield's trends against Dayton's and Kirtland's.

Mansfield
I rate my degree of interest in this class session as

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					2	18	4	36	5	46	**4.3**
2					1	9	5	46	5	46	**4.4**
3					4	37	8	62	1	8	**3.8**
4					3	21	7	50	4	29	**4.1**
5					1	9	7	64	3	27	**4.2**
6					6	60	3	30	1	10	**3.5**
7							6	50	6	50	**4.5**
8			1	10	1	10	2	20	6	60	**4.3**
9					7	58	3	25	2	17	**3.6**
Total			**1**	**1**	**25**	**24**	**45**	**43**	**33**	**32**	**4.1**

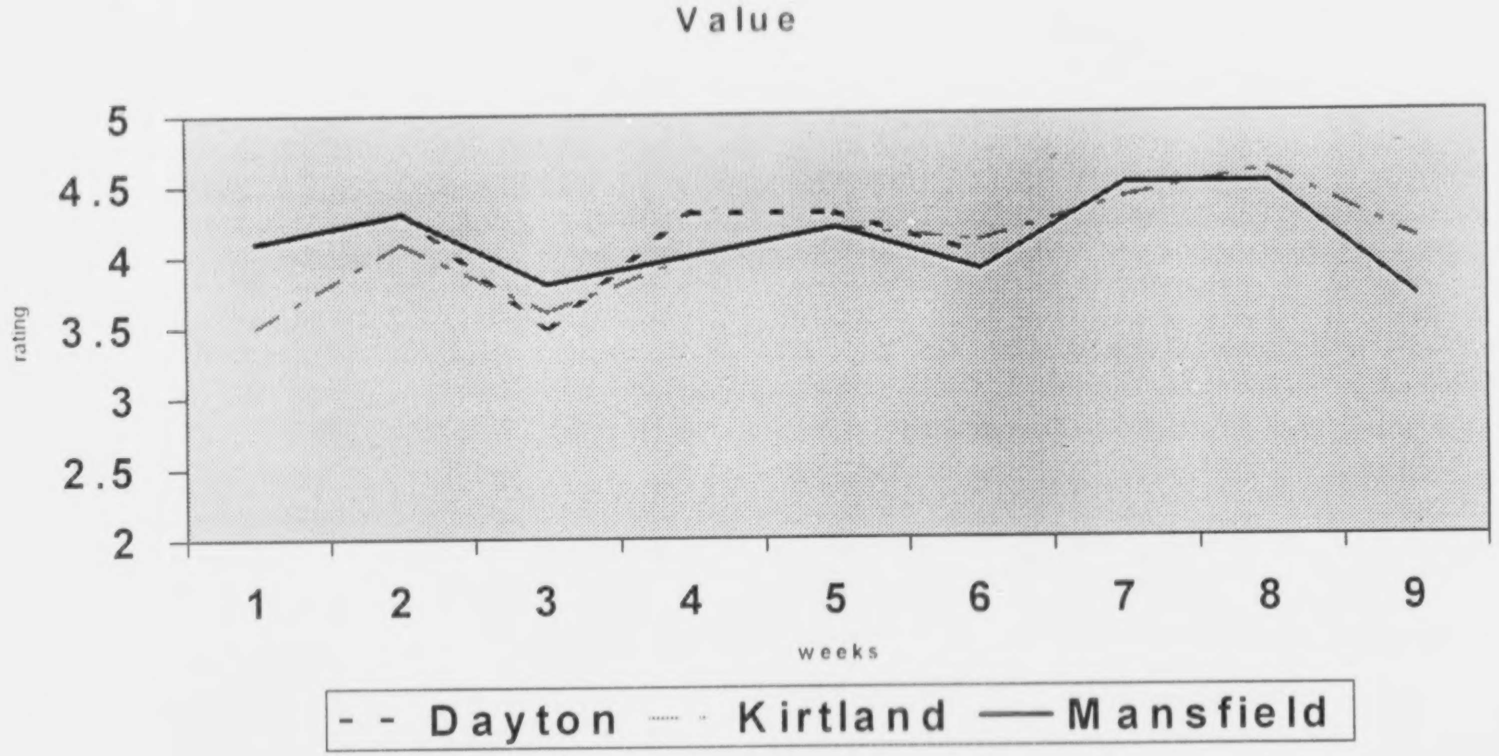


Interest

5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
- - Dayton
Kirtland
Mansfield

Mansfield
I rate the value received from this class session as:

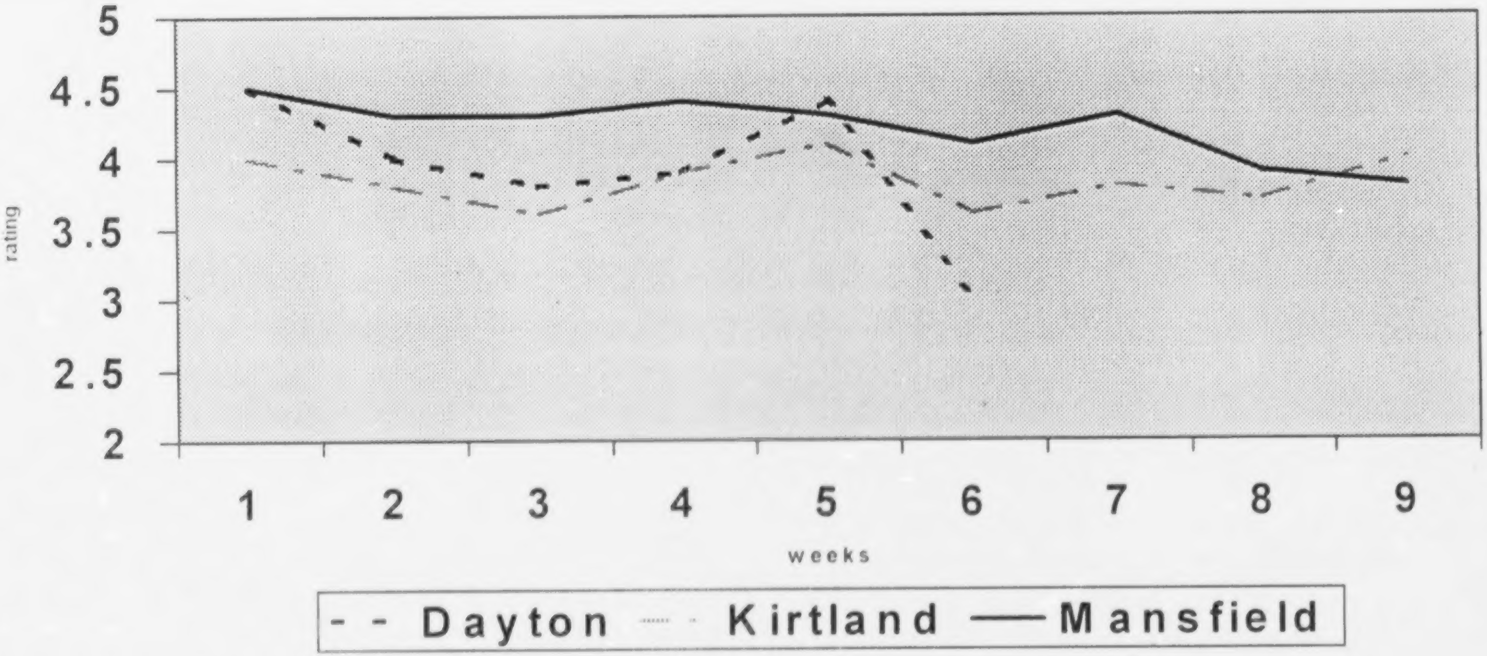
Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					2	18	6	54	3	27	**4.1**
2					2	18	4	36	5	46	**4.3**
3					3	23	9	39	1	8	**3.8**
4					4	29	6	43	4	29	**4.0**
5					1	9	7	64	3	27	**4.2**
6					3	30	5	50	2	20	**3.9**
7							6	50	6	50	**4.5**
8			1	10			2	20	7	70	**4.5**
9					5	42	6	50	1	8	**3.7**
Total			**1**	**1**	**20**	**19**	**51**	**49**	**32**	**31**	4.1


Value
rating
5
4.5
4
3.5
3
2.5
2
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

Mansfield
I rate the effectiveness of the print materials as:

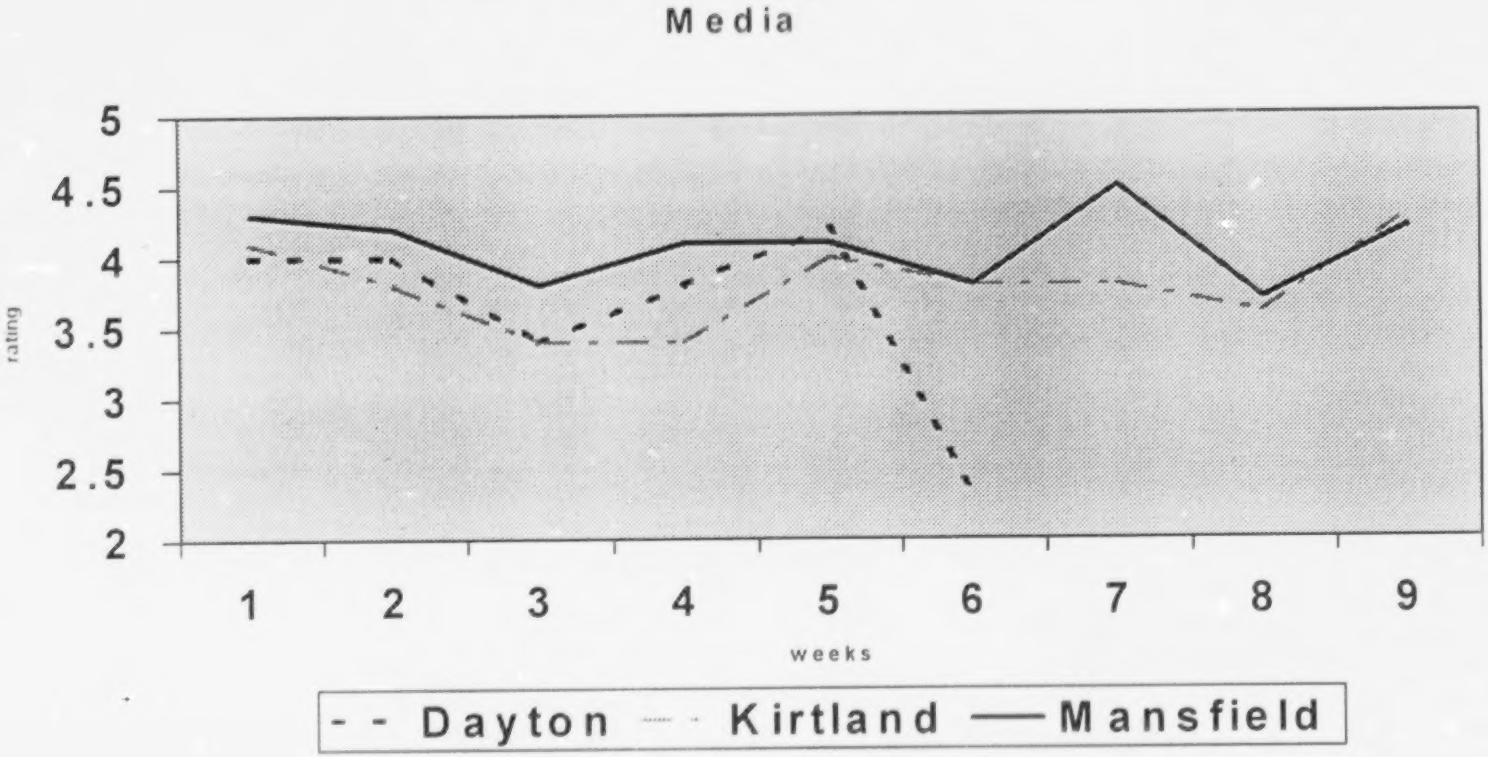
Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							5	46	6	54	**4.5**
2					1	9	6	54	4	36	**4.3**
3					1	8	7	54	5	38	**4.3**
4					2	14	5	36	7	50	**4.4**
5					1	9	6	54	4	36	**4.3**
6					3	30	3	30	4	40	**4.1**
7					2	17	4	33	6	50	**4.3**
8			2	18	1	9	4	36	4	36	**3.9**
9					4	33	6	50	2	17	**3.8**
Total			**2**	**2**	**15**	**14**	**46**	**44**	**42**	**40**	**4.2**

Print Materials



Mansfield
I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					2	18	4	36	5	46	**4.3**
2			1	9	1	9	4	36	5	46	**4.2**
3					3	23	9	39	1	8	**3.8**
4					4	29	4	29	6	43	**4.1**
5					2	18	6	54	3	27	**4.1**
6					2	20	8	20			**3.8**
7			1	8	1	8	1	8	9	75	**4.5**
8			2	18	2	18	4	36	3	27	**3.7**
9					2	17	5	42	5	42	**4.2**
Total			**4**	**4**	**19**	**18**	**45**	**43**	**37**	**35**	**4.1**


Media
5
4.5
4
3.5
3
2.5
2
rating
1
2
3
4
5
6
7
8
9
weeks
Dayton
Kirtland
Mansfield

452

451

Facilitators

Points of Interest

- The Dayton facilitator submitted only one report, which did not contain any comments, and so it was not included.
- With the exception of the students' interest, Kirtland's facilitator's ratings were lower than Mansfield's were.
- Kirtland had far more difficulty hearing the audio and the interaction between the sites than did Mansfield.
- Both facilitators stressed the hands on experiences and outside videos and speakers.

Participants' degree of interest in this course:

Week	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					1	50	1	50			**3.8**
2							1	50	1	50	**4.5**
3							1	50	1	50	**4.5**
4									2	100	**5.0**
5							1	50	1	50	**4.5**
6							1	50	1	50	**4.5**
7							2	100			**4.0**
8							1	100			**4.0**
9							1	100			**4.0**
10							1	100			**4.0**
Total					**1**	**6**	**10**	**59**	**6**	**35**	**4.3**

I rate the media support as:

Week	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							2	100			**4.0**
2							2	100			**4.0**
3							1	50	1	50	**4.5**
4							1	50	1	50	**4.5**
5					1	50	1	50			**3.5**
6							1	50	1	50	**4.5**
7					1	50	1	50			**3.5**
8							1	100			**4.0**
9							1	100			**4.0**
10							1	100			**4.0**
Total					**2**	**12**	**12**	**71**	**3**	**18**	**4.1**

I rate the effectiveness of the print materials as:

Week	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							2	100			**4.0**
2							2	100			**4.0**
3							1	50	1	50	**4.5**
4							1	50	1	50	**4.5**
5							1	50	1	50	**4.5**
6							1	50	1	50	**4.5**
7							2	100			**4.0**
8							1	100			**4.0**
9							1	100			**4.0**
10							1	100			**4.0**
Total							**13**	**76**	**4**	**24**	**4.2**

I rate the participants' ability to hear and understand audio as:

Week	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							1	50	1	50	**4.5**
2									2	100	**5.0**
3									2	100	**5.0**
4					1	50			1	50	**4.0**
5					1	50			1	50	**4.0**
6							2	100			**4.0**
7					1	50			1	50	**4.0**
8							1	100			**4.0**
9							1	100			**4.0**
10							1	100			**4.0**
Total					**3**	**78**	**6**	**35**	**8**	**47**	**4.3**

Participants' degree of interest in this course:

Site	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
Kirtland							6	60	4	40	**4.4**
Mansfield					1	14	4	57	2	29	**4.2**
Total					**1**	**6**	**10**	**59**	**6**	**35**	**4.3**

I rate the media support as:

Site	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
Kirtland					2	20	7	70	1	10	**3.9**
Mansfield							5	71	2	29	**4.3**
Total					**2**	**12**	**12**	**71**	**3**	**18**	**4.1**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
Kirtland							8	80	2	20	**4.2**
Mansfield							5	71	2	29	**4.3**
Total							**13**	**76**	**4**	**24**	**4.2**

I rate the participants' ability to hear and understand audio as:

Site	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
Kirtland					3	30	5	50	2	20	**3.9**
Mansfield							1	14	6	86	**4.9**
Total					**3**	**18**	**6**	**35**	**8**	**47**	**4.3**

Comparison of All Responses by the Facilitators

Site	Degree of Interest	Media Support	Effectiveness of Print	Ability to Hear	Average
Kirtland	4.4	3.9	4.2	3.9	4.1
Mansfield	4.2	4.3	4.3	4.9	4.4
Total	**4.3**	**4.1**	**4.2**	**4.3**	**4.2**

Specific points which seemed valuable or significant to the participants were:

Dayton:
(No comments submitted)

Kirtland:

- Final activity.
- Wonderful speaker for aural/oral points of view.
- Wonderful speaker tonight.
- Students enjoyed the video tonight, particularly the final segments.
- Very interested in hearing aids components of program.
- Great group discussions
- Reviewing and applying information from communication topic. Small group work.
- Sharing of ideas regarding presentation of the audiogram to parents/families. Small group work was ver stimulating tonight.
- Small group discussion, family focused interview, and sharing with other participants.
- More small group discussion.

Mansfield:

- Small group activities really enjoyed!
- For a deaf son-video AWESOME
- Much interest, not enough info. provided: Unit
- More video and small group discussion.
- Different types of sign; anyone demonstrate types of sign.
- Like videos.
- Great videos and site discussions.
- Hands-on/need more hearing aids, FM, BTEFM, longer clips.

Specific suggestions for class session improvement are:

Dayton:

- Chapter 13 play had volume and Dorothy was talking – not able to step to the stills of the little girl.

Kirtland:

- It is increasingly difficult to hold some members attention, use of a TV screen would be better.
- More time! :)
- For some reason it was more difficult to hear on the speaker phone tonight.
- Improved sound between sites. Receiving scripts earlier for facilitator.
- Increase site participants participation.

Mansfield:

- Participants wanted to know types to demonstrate to families they are currently working with.
- More time for discussion and hands-on activities. Overall - great; I loaned my equip to these who needed it for Mid-term projects.
- Credits (4 qtr. hrs., 3 hrs.)
- More small group activities.
- More time on homework assignments, knowledge of future assignments.
- More hands-on activity. More video & small group discussion.

Other Comments

Mansfield:
- Installed sound field amplification - wonderful!

Observers

Points of Interest

- Not all the sites were observed every week. The following table shows which sites were observed when.

Week	Dayton	Kirtland	Mansfield	All
1	X	X		
2	X		X	
3		X		
4	X		X	
5		X		
6	X			
7				
8	X		X	
9		X		
10			X	X

- The overall rating of all the sites is consistent with the average of the sites.
- Even though Dayton had complained about the difficulty hearing the audio, the audio rating of all the sites was substantially lower than Dayton.
- Any possible pattern seen in the charted data may only be an artifact of when the data was submitted combined with which site was being observed.
- Speakers, videos, and hands on experiences seem to be favored.
- Like the students, the observers recommended more time for at-site discussions.
- Observers mentioned technical glitches more than students did.
- Suggested more introductory explanation of assignments and plans for the course.

Dayton
Participants' degree of interest in this course:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1									1	100	**5.0**
2							1	100			**4.0**
4									1	100	**5.0**
6									1	100	**5.0**
8							1	100			**4.0**
Total							**2**	**40**	**3**	**60**	**4.6**

Kirtland
Participants' degree of interest in this course:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							1	100			**4.0**
3									1	100	**5.0**
5									2	100	**5.0**
9									1	100	**5.0**
Total							**1**	**20**	**4**	**80**	**4.8**

Mansfield
Participants' degree of interest in this course:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
2							1	100			**4.0**
4							1	100			**4.0**
8									1	100	**5.0**
10									1	100	**5.0**
Total							**2**	**50**	**2**	**50**	**4.5**

All
Participants' degree of interest in this course:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
10							1	50	1	50	**4.5**
Total							**1**	**50**	**1**	**50**	**4.5**

Dayton
I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1			1	100							**2.0**
2					1	100					**3.0**
4					1	100					**3.0**
6							1	100			**4.0**
8							1	100			**4.0**
Total			**1**	**20**	**2**	**40**	**2**	**40**			**3.2**

Kirtland
I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1									1	100	**5.0**
3									1	100	**5.0**
5									2	100	**5.0**
9							1	100			**4.0**
Total							**1**	**20**	**4**	**80**	**4.8**

Mansfield
I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
2									1	100	**5.0**
4									1	100	**5.0**
8							1	100			**4.0**
10							1	100			**4.0**
Total							**2**	**50**	**2**	**50**	**4.5**

All
I rate the media support as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
10							1	50	1	50	**4.5**
Total							**1**	**50**	**1**	**50**	**4.5**

Dayton
I rate the effectiveness of the print materials as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							1	100			**4.0**
2					1	100					**3.0**
4							1	100			**4.0**
6							1	100			**4.0**
8									1	100	**5.0**
Total					**1**	**20**	**3**	**60**	**1**	**20**	**4.0**

Kirtland
I rate the effectiveness of the print materials as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							1	100			**4.0**
3									1	100	**5.0**
5									2	100	**5.0**
9									1	100	**5.0**
Total							**1**	**20**	**4**	**80**	**4.8**

Mansfield
I rate the effectiveness of the print materials as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
2									1	100	**5.0**
4									1	100	**5.0**
8					1	100					**3.0**
10							1	100			**4.0**
Total					**1**	**25**	**1**	**25**	**2**	**50**	**4.2**

All
I rate the effectiveness of the print materials as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
10							1	50	1	50	**4.5**
Total							**1**	**50**	**1**	**50**	**4.5**

Dayton
I rate the participants' ability to hear as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1							1	100			**4.0**
2			1	100							**2.0**
4									1	100	**4.0**
6									1	100	**5.0**
8							1	100			**4.0**
Total			**1**	**20**			**2**	**40**	**2**	**40**	**4.0**

Kirtland
I rate the participants' ability to hear as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
1					1	100					**3.0**
3									1	100	**5.0**
5							1	50	1	50	**4.5**
9							1	100			**4.0**
Total					**1**	**20**	**2**	**40**	**2**	**40**	**4.2**

Mansfield
I rate the participants' ability to hear as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
2									1	100	**5.0**
4									1	100	**5.0**
8							1	100			**4.0**
10									1	100	**5.0**
Total							**1**	**25**	**3**	**75**	**4.8**

All
I rate the participants' ability to hear as:

Class #	1		2		3		4		5		Average Rating
	N	%	N	%	N	%	N	%	N	%	
10					1	50	1	50			**3.5**
Total					**1**	**50**	**1**	**50**			**3.5**

Participants' degree of interest in this course:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton							2	40	3	60	**4.6**
Kirtland							1	20	4	80	**4.8**
Mansfield							2	50	2	50	**4.5**
All							1	50	1	50	**4.5**
Total							**6**	**38**	**10**	**62**	**4.6**

I rate the media support as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			1	20	2	40	2	40			**3.2**
Kirtland							1	20	4	80	**4.8**
Mansfield							2	50	2	50	**4.5**
All							1	50	1	50	**4.5**
Total			**1**	**6**	**2**	**12**	**6**	**38**	**7**	**44**	**4.2**

I rate the effectiveness of the print materials as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton					1	20	3	60	1	20	**4.0**
Kirtland							1	20	4	80	**4.8**
Mansfield					1	25	1	25	2	50	**4.2**
All							1	50	1	50	**4.5**
Total					**2**	**12**	**6**	**38**	**8**	**50**	**4.4**

I rate the participants' ability to hear and understand audio as:

Site	1		2		3		4		5		Rating
	N	%	N	%	N	%	N	%	N	%	
Dayton			1	20			2	40	2	40	**4.0**
Kirtland					1	20	2	40	2	40	**4.2**
Mansfield							1	25	3	75	**4.8**
All					1	50	1	50			**3.5**
Total			**1**	**6**	**2**	**12**	**6**	**38**	**7**	**44**	**4.2**

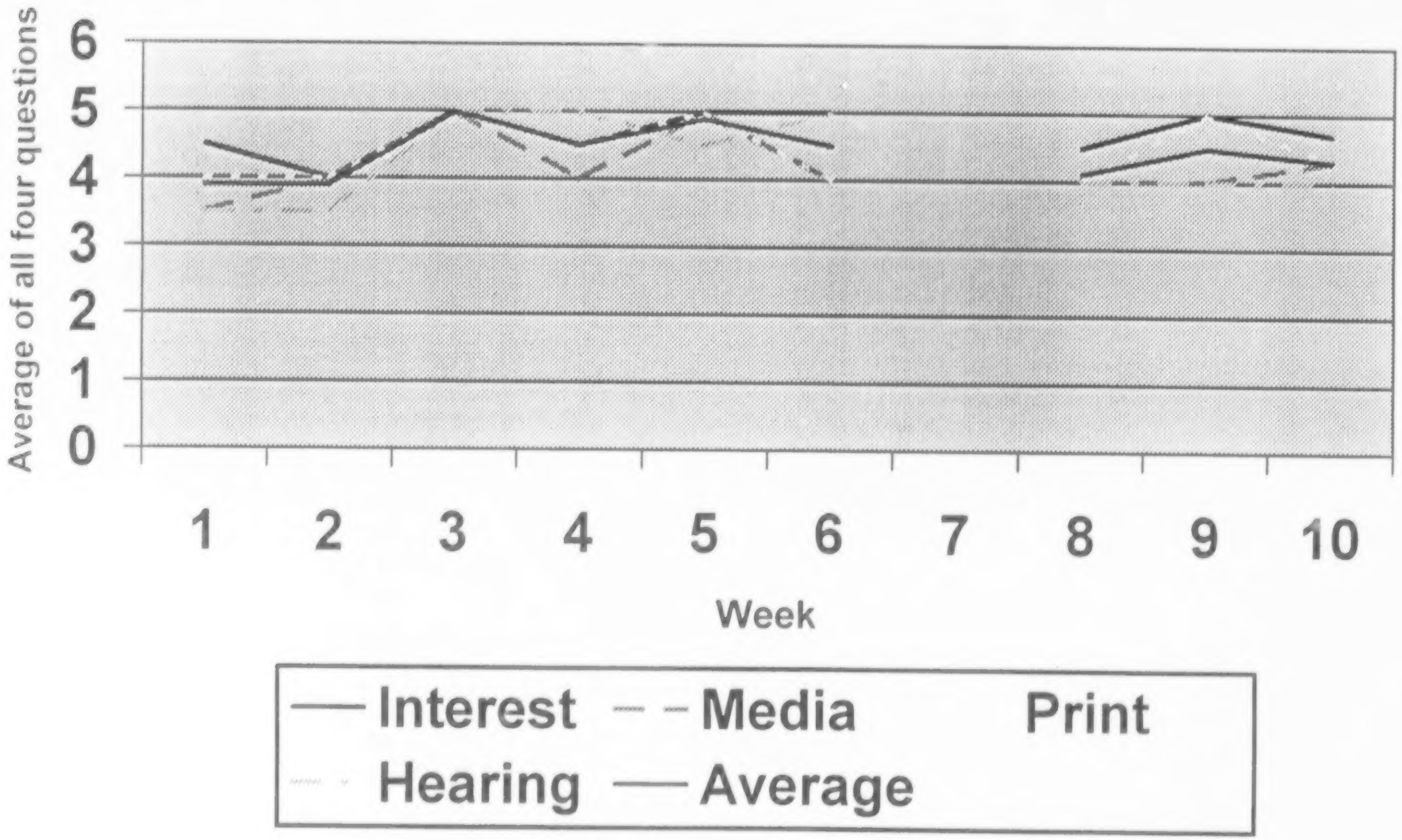
Averages Ratings for Questions by Sites

Site	Interest	Media	Print	Hearing	**Average**
Dayton	4.6	3.2	4.0	4.0	**4.0**
Kirtland	4.8	4.8	4.8	4.2	**4.6**
Mansfield	4.5	4.5	4.2	4.8	**4.5**
All	4.5	4.5	4.5	3.5	**4.2**
Total	**4.6**	**4.2**	**4.4**	**4.2**	4.3

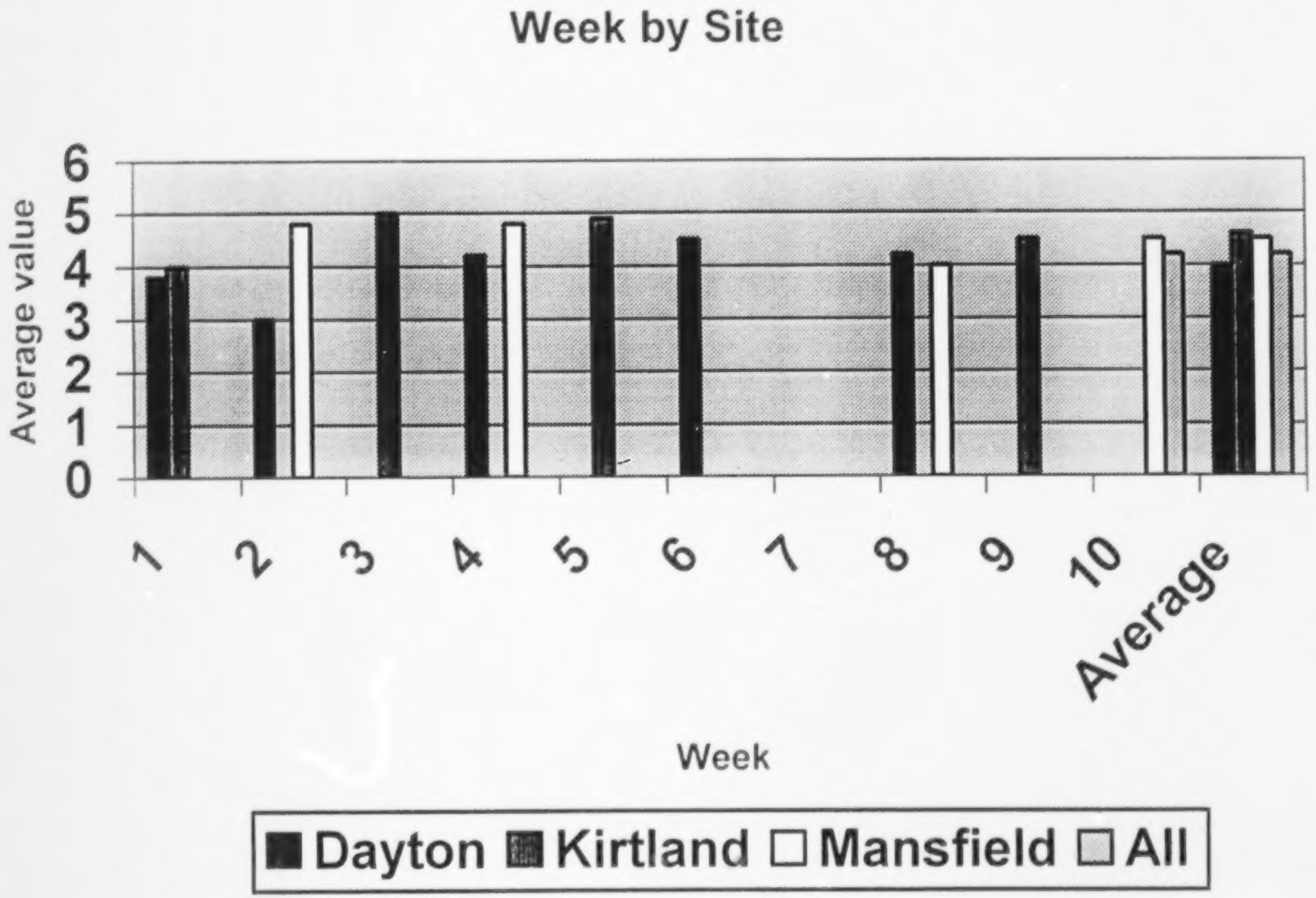
Average Ratings of Questions by Weeks

Week	Interest	Media	Print	Hearing	Average
1	4.5	3.5	4.0	3.5	**3.9**
2	4.0	4.0	4.0	3.5	**3.9**
3	5.0	5.0	5.0	5.0	**5.0**
4	4.5	4.0	4.5	5.0	**4.5**
5	5.0	5.0	5.0	4.5	**4.9**
6	5.0	4.0	4.0	5.0	**4.5**
7					
8	4.5	4.0	4.0	4.0	**4.1**
9	5.0	4.0	5.0	4.0	**4.5**
10	4.7	4.3	4.3	4.0	**4.3**
Total	**4.6**	**4.2**	**4.4**	**4.2**	4.3

Week by question



Week	Dayton	Kirtland	Mansfield	All	Average
1	3.8	4.0			**3.9**
2	3.0		4.8		**3.9**
3		5.0			**5.0**
4	4.2		4.8		**4.5**
5		4.9			**4.9**
6	4.5				**4.5**
7					
8	4.2		4.0		**4.1**
9		4.5			**4.5**
10			4.5	4.2	**4.3**
Average	**4.0**	**4.6**	**4.5**	**4.2**	**4.3**


Week by Site
Average value
6
5
4
3
2
1
0
1
2
3
4
5
6
7
8
9
10
Average
Week
■ Dayton
▨ Kirtland
☐ Mansfield
▨ All

Specific points which seemed valuable or significant to the participants were:

Dayton:

- Topic of Family Focused Interview - could have used more practical time - also, have to adapt for use with various setups and roles.
- Dorothy's lecture on deaf culture and following discussion and "What Would You Do if You Were Deaf," activity! Great that lesson 2 jumped in with content!
- Amount of time to have site discussion! Seemed more adhesive and less choppy, discussing on what to do with the family on the next home visit.
- Personal talks with deaf adult (this is a fantastic experience).

Kirtland:

- There was more time to work in separate sites. Splitting into two groups for language (Hearing aids and listening checks).
- Excellent class but not enough time to give justice to these important topics.
- Able to put it all together, group collaboration, really think through how to do it.
- Family focused interview, family centeredness
- Hearing aid practicum, video of auditory levels/segments were long enough to give group several examples.
- Video clips followed by discussion, form A,B,C exercises got them thinking and gave us some insight to P.A. skills in lesson in family interaction, and personal style.

Mansfield:

- Deaf speakers! Invaluable contacts
- Entire activity of FSP/Home visit good class.
- Experience at McDondald=s clip (this makes grieving process real)
- Excellent class! Liked having advanced option even though no one used it

Specific suggestions for class session improvement are:

Dayton:

- Will store video diskette and player at SERRC in case facilitation is late.
- Will give Center # to participants in case of emergency.
- Will train at least 1-2 participants on how to use video diskette.
- Longer discussion times no less then 10 minutes for brief topics; the 20 minute time frames worked best.
- Site facilitation needs to use more lead in questions/statements to clarify intent or activity and what comments needed by participants.
- Site facilitation will need to use more enthusiasm to help balance some of the 1) technical problems, 2) format lags, 3) abruptness of ending discussion to go to next topic.
- Need more time to share/discuss what homework assignments were done. Need time for a real break.
- Need time for cross-site and local announcements of upcoming events, resources.
- Not enough time to do final activity as it was written (no time for the creative sharing was confusing because the tape description and bottom info on two kids were switched). Fewer topics, more time for the selected activities - best session yet!
- Perhaps there should be a small amount of time devoted to interpreters? This class went on a tangent to discuss interpreting issues which was valuable. More videos on working with children in starting TC (show them best practice!!)

Kirtland:

- No time leftover to do Auditory Topics - perhaps shorten an earlier session so there is definite time to get to this?
- How does a PA set up a Deaf Mentor Program? What are the issues to consider? Probably should include a deaf person from Ohio's opinion. More on language level from an SLP's view.
- None
- More previews on what's coming in the entire course. More chances for get-to-know you. Emily does not do EI. Get someone from lead agency to explain how it fits.
- Judy is marvelous at facilitation. She highlights portions of video that is running. She sets up the response feedback time to get P.A. involved in the HD. Time format - she is energetic and flexible. Improvement - definitely hard to have some times focused on homework. Students need immediate feedback – help to get clue as to where they are.

Mansfield:

- Tell sites up front that they will need to try to find speakers also highlight in Unit 1 or 2 that #9 assignments will involve visiting deaf associations.
- Clearer directions on how to take objectives and put on HV plan. More distinct ending (if one site gets done early/late then what?).
- More on effective home visiting needed. This class session is a bit boring.
- More on-site work. When people were intensely learning, they would be interrupted to come back together. Longer series of time to work and learn at separate sites.

Other Comments:

Dayton:

- Right now the video diskette is serving as a glorified overhead. Cannot get a comfort level for how to do - too short - need role play activity, 30 minutes at least. Clips are good, but need more of them for variety and expansion of idea (Family for Intervention)
- Thank goodness for these!! Not everyone had received binder with course requisition - next time!
- Hard to hear other Ohio sites.
- Great bunch of folks!
- Many clips too short. Have a frame before the clip, label the clip - less time looking for clips.
- Will get better as participants learn what the various colors represent and if they get them for enough in advance to preview.
- Hearing other participants at other sites, hearing Dorothy.
- Loss closed captioning briefly phone cut out more. Classroom FM system worked well.
- Great when we pass microphone around
- Many people were late.

Kirtland:

- Hard to hear and see at East Shore

VIDEODISC

Points of Interest

- The students were asked to rate the videodisc once about the middle of the course and once at the end of the course.
- The students were far more favorable during the middle of the course than they were at the end of the course.
- The ratings across the sites were consistent.
- The highest rating was given for the support that the videodisc gave to the instructor.
- The lowest rating was given for ease of use of the videodisc.
- Several mentioned that the videodisc could have been replace by other media that was easier to use.
- The students in 1998 rated the videodisc substantially higher than did the students in 1996 on every question.

Dayton

I rate the use of the videodisc in keeping pace with the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							1	33	2	67	**4.7**
End of course					1	50			1	50	**4.0**
Total					**1**	**20**	**1**	**20**	**3**	**60**	**4.4**

Kirtland

I rate the use of the videodisc in keeping pace with the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							6	75	2	25	**4.2**
End of course	1	12	1	12	2	25	2	25	2	125	**3.4**
Total	**1**	**6**	**1**	**6**	**2**	**12**	**8**	**50**	**4**	**25**	**3.8**

Mansfield

I rate the use of the videodisc in keeping pace with the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course			1	11	1	11	4	44	3	33	**4.0**
End of course					7	70	1	10	2	20	**3.5**
Total			**1**	**5**	**8**	**42**	**5**	**26**	**5**	**26**	**3.7**

All

I rate the use of the videodisc in keeping pace with the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course			1	5	1	5	11	55	7	35	**4.2**
End of course	1	5	1	5	10	50	3	15	5	25	**3.5**
Total	**1**	**2**	**2**	**5**	**11**	**28**	**14**	**35**	**12**	**30**	**3.8**

Dayton

I rate the information on the videodisc in support of the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							1	33	2	67	**4.7**
End of course					1	50	1	50			**3.5**
Total					**1**	**20**	**2**	**40**	**2**	**40**	**4.2**

Kirtland

I rate the information on the videodisc in support of the instructor as:

	1		2		3		4		5		Avg Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							6	75	2	25	**4.2**
End of course	1	12	1	12	2	25	3	38	1	12	**3.2**
Total	**1**	**6**	**1**	**6**	**2**	**12**	**9**	**56**	**3**	**19**	**3.8**

Mansfield

I rate the information on the videodisc in support of the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							6	60	4	40	**4.4**
End of course					4	40	3	30	3	30	**3.9**
Total					**4**	**20**	**9**	**45**	**7**	**35**	**4.2**

All

I rate the information on the videodisc in support of the instructor as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							13	62	8	38	**4.4**
End of course	1	5	1	5	7	35	7	35	4	20	**3.6**
Total	**1**	**2**	**1**	**2**	**7**	**17**	**20**	**19**	**12**	**29**	**4.0**

Dayton
I rate the effectiveness of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course							1	33	2	67	**4.7**
End of course							1	50	1	50	**4.5**
Total							**2**	**40**	**3**	**60**	**4.6**

Kirtland
I rate the effectiveness of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course					1	12	5	62	2	25	**4.1**
End of course	1	12	1	12	4	50	1	12	1	12	**3.1**
Total	**1**	**6**	**1**	**6**	**5**	**31**	**6**	**38**	**3**	**19**	**3.6**

Mansfield
I rate the effectiveness of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course					2	20	5	50	3	30	**4.1**
End of course					6	60	1	10	3	30	**3.7**
Total					**8**	**40**	**6**	**30**	**6**	**30**	**3.9**

All
I rate the effectiveness of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course					3	14	11	52	7	33	**4.2**
End of course	1	5	1	5	10	50	3	15	5	25	**3.5**
Total	**1**	**2**	**1**	**2**	**13**	**32**	**14**	**34**	**12**	**29**	**3.9**

Dayton
I rate the ease of use of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course			1	33			1	33	1	33	**3.7**
End of course	1	50	1	50							**1.5**
Total	**1**	**20**	**2**	**40**			**1**	**20**	**1**	**20**	**2.8**

Kirtland
I rate the ease of use of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course					1	12	5	62	2	25	**4.1**
End of course	1	12			3	38	1	12	3	38	**3.6**
Total	**1**	**6**			**4**	**25**	**6**	**38**	**5**	**31**	**3.9**

Mansfield

I rate the ease of use of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course			1	11	3	33	3	33	2	22	**3.7**
End of course			2	20	4	40	3	30	1	10	**3.3**
Total			**3**	**16**	**7**	**37**	**6**	**32**	**3**	**16**	**3.5**

All

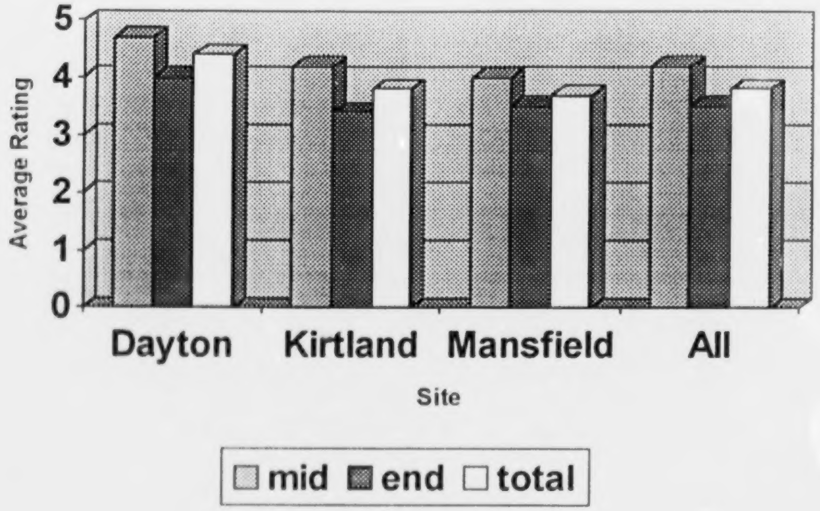
I rate the ease of use of the videodisc as:

	1		2		3		4		5		Avg. Rating
	N	%	N	%	N	%	N	%	N	%	
Mid course			2	10	4	20	9	45	5	25	**3.8**
End of course	2	10	3	15	7	35	4	20	4	20	**3.2**
Total	**2**	**5**	**5**	**12**	**11**	**28**	**13**	**32**	**9**	**22**	**3.6**

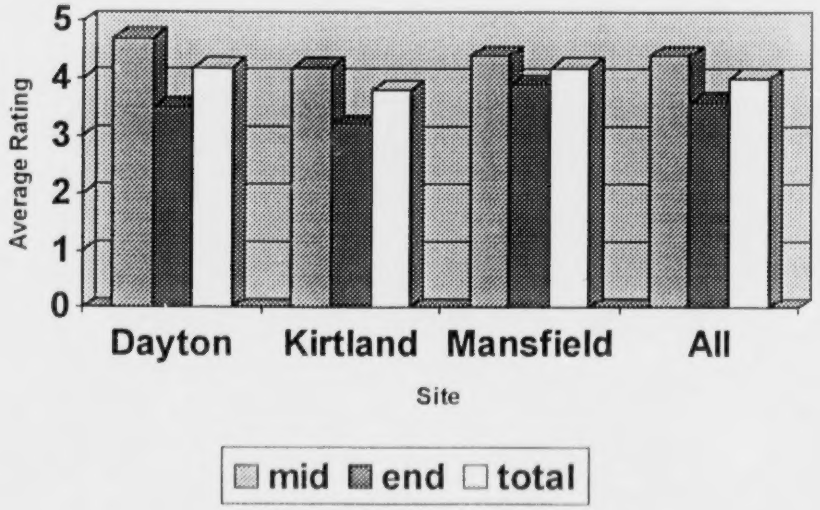
Comparison of All Responses About the Videodisc

	Keeping Pace	Information Support	Effectiveness	Ease of Use	Average
Mid Course					
Dayton	4.7	4.7	4.7	3.7	**4.4**
Kirtland	4.2	4.2	4.1	4.1	**4.2**
Mansfield	4.0	4.4	4.1	3.7	**4.1**
Total	**4.2**	**4.4**	**4.2**	**3.8**	**4.2**
End of Course					
Dayton	4.0	3.5	4.5	1.5	**3.4**
Kirtland	3.4	3.2	3.1	3.6	**3.3**
Mansfield	3.5	3.9	3.7	3.3	**3.6**
Total	**3.5**	**3.6**	**3.5**	**3.2**	**3.5**
Total					
Dayton	4.4	4.2	4.6	2.8	**4.0**
Kirtland	3.8	3.8	3.6	3.9	**3.8**
Mansfield	3.7	4.2	3.9	3.5	**3.8**
Total	**3.8**	**4.0**	**3.9**	**3.6**	**3.8**

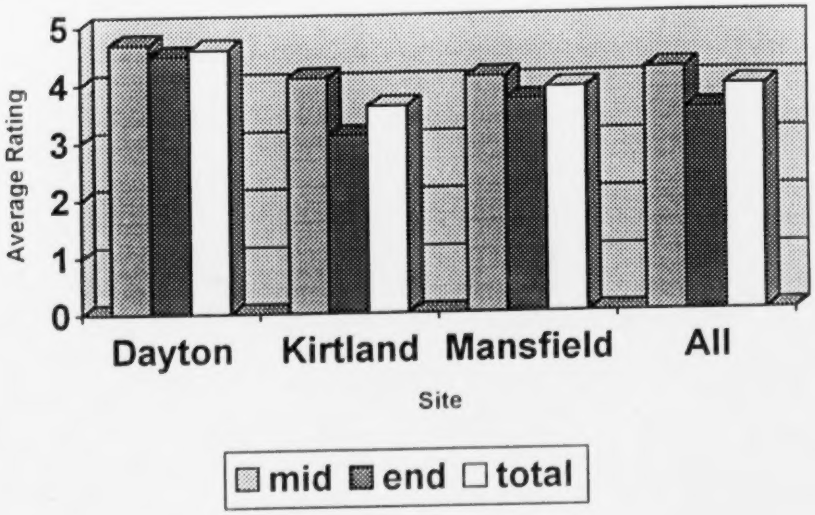
Ratings of Pace by Site



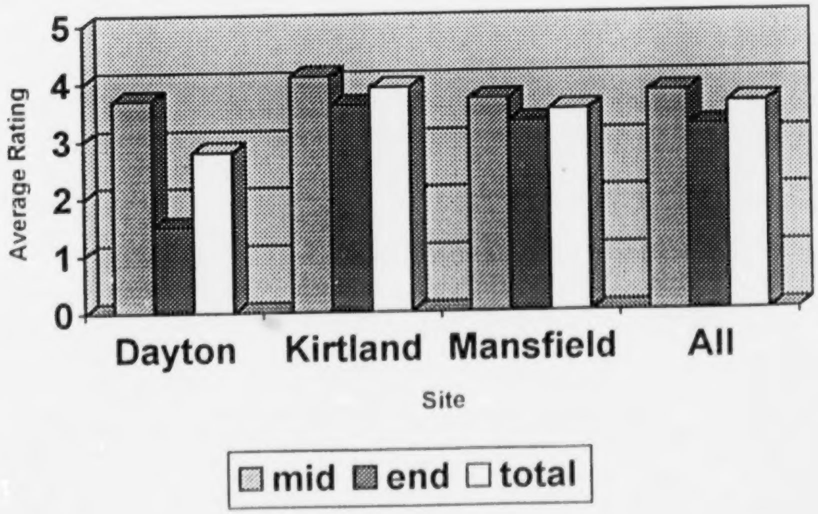
Ratings of Information Support by Site



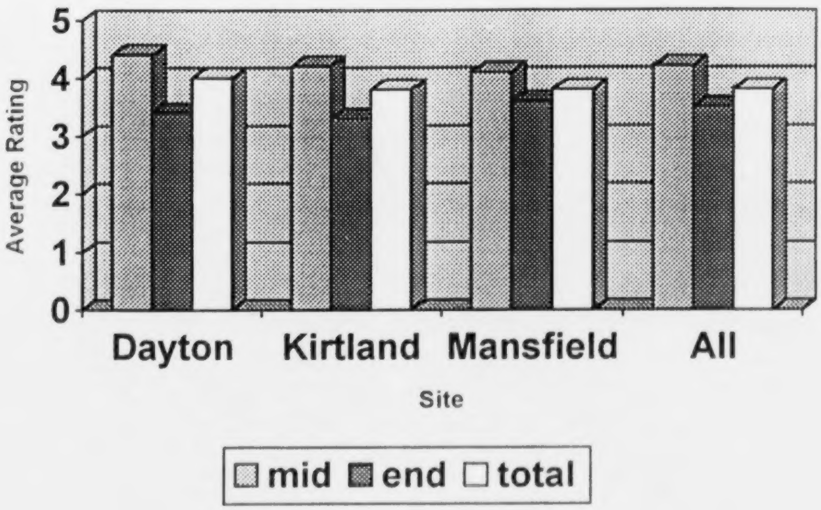
Ratings of Effectiveness by Site



Ratings of Ease of Use by Site



Overall Ratings by Site



Did the videodisc improve the quality of instruction?
Mid Course

Dayton:
- Help yes, maybe not improve
- Yes

Kirtland:
- I liked the videodisc, but quality was poor sometimes.
- Yes
- Yes
- Yes, it's more visual.
- We need a larger TV.
- Yes
- Yes

Mansfield:
- Yes
- Yes
- It broke everything down to much and bored me. Too much time spent on a small amount of material.
- Yes
- Yes/gave good examples
- The clips of parents and children were very helpful.
- Yes, Gave more examples.
- Did the videodisc improve the quality of instruction?

Did the videodisc improve the quality of instruction?
Course End

Dayton:
- Could have.

Kirtland:
- Could have been achieved with overhead and video TV/VCR
- No, she was wonderful. Disc was of no interest.
- Very nice technical support.
- Judy kept us on track very nicely.
- Yes.
- Somewhat.
- Yes.
- Students unable to tell difference between videodisc and videotape.
- I gave some insight into families and parent advisors role - examples.

Mansfield:
- Some
- Yes
- Yes, but video clips were really always too short.
- Yes
- Yes
- Sometimes
- Yes

Did the videodisc effectively support the instructor during the audio conference?

Mid Course

Dayton:
- Not sure
- Yes

Kirtland:
- Yes
- Yes
- Yes
- Yes
- Yes

Mansfield:
- Yes
- Yes
- Yes!
- Yes!
- Yes
- Yes
- Yes
- Did the videodisc effectively support the instructor during the audio conference?

Did the videodisc effectively support the instructor during the audio conference?

Course End

Dayton:

- Couldn't hear sound/couldn't see captions to read them.

Kirtland:

- Yes.
- No.
- It was great to network with the other professionals.
- Yes.
- Somewhat.
- Sometimes.

Mansfield:

- Not always
- Yes
- It was often out of sync with the instructor (the videodisc was not used to any significant extent at this session #10)
- Yes
- Yes
- Not used during class time.

Specific suggestions for improvement are:

Mid Course

Dayton:

- We have had a lot of audio-visual problems, not specifically tonight, but in past classes. This can make communication for class members difficult.

Kirtland:

- More small group discussion.
- Seems ok to me.
- A little more elaboration would have been nice.
- The picture clarity was not that great at times.

Mansfield:

- Good!
- Less breaking down of info. Too much time spent on a simple idea!!
- More time for group (in class) discussion.
- More time to view and discuss.

Specific suggestions for improvement are:

Course End

Dayton:

- Flow between video, Margie, participants, and Dorothy could improve.

Kirtland:

- No videodisc.
- Dorothy, we'd love to see you rather than the animals. Rather than the assignments relating to the subjects/ topics, have practical parent scenarios instead.
- Video conferencing would be wonderful so we had a face with the voice.
- Seems fine.
- Having Dorothy on video instead of on the phone - hard to focus on auditory information alone.
- More of a video conference. Introduce topic on video- review lessons on tape for us to watch.
- Additional tapes. Less redundant.
- You on video doing intro. - wrap ups, etc.

Mansfield:

- Video rather than phone.
- Longer video clips.
- Get Christine fresh batteries.

Comparison Of The Two Years for Videodisc

Time	Pace		Support Information		Effectiveness		Ease of Use		Average	
	1996	1997	1996	1997	1996	1997	1996	1997	1996	1997
Mid Course	3.7	4.2	3.5	4.4	3.4	4.2	3.8	3.8	**3.6**	**4.2**
End of Course	2.6	3.5	3.0	3.6	2.8	3.5	4.2	3.2	**3.2**	**3.5**
Total	**3.4**	**3.8**	**3.3**	**4.0**	**3.2**	**3.9**	**3.8**	**3.6**	**3.4**	**3.8**

OBSERVATIONS AND CONCLUSIONS

Observations and Conclusions

- The following table shows the average ratings of the two courses. There is not a great deal of difference in the participants' degree of interest between the two years. The facilitators of the 1996 course rated the course higher than did the 1997 facilitators. The students in the 1997 course liked the videodisc better than did the students in the 1996 course. The students in the 1996 course were generally more satisfied with the weekly classes.

Comparison of the Two Evaluation Averages

Topic	1996	1997
Students:		
Participants' degree of Interest	4.5	4.2
Value Received	4.1	4.1
Effectiveness of Print	4.2	4.0
Media Support	4.0	3.9
Facilitators		
Participants' degree of Interest	5.0	4.3
Media Support	4.2	4.1
Effectiveness of Print	4.4	4.2
Ability to Hear	4.8	4.3
Observers		
Participants' degree of Interest	4.5	4.6
Media Support	5.0	4.2
Effectiveness of Print	5.0	4.4
Ability to Hear	4.0	4.2
Videodisc		
Keeping Pace	3.4	3.8
Support of Instructor	3.3	4.0
Effectiveness	3.2	3.9
Ease of Use	3.8	3.6

- It doesn't appear that the students knew what to expect from, or the benefits of, a distance education experience. They continued to say that they would prefer to have Dorothy there in person.

- The videodisc had the lowest averages of all the other items.

- In both evaluations, missing data played an important role in this evaluator's confidence in the data and ability to compare across the sites

- The students consistently wanted more time for discussion at their individual sites. They apparently didn't understand the value of discussing issues with peers who were not part of their little community.

- One of the sites had students with a hearing impairment.

- The students like every other class event better than lecture. They preferred guest speakers, videos, and hands-on experiences.

- Students thought that the amount of work for the credit hours was excessive. In the evaluators opinion, the students were unaware of the typical amount of work required for a graduate level course.

- None of the students, facilitators, or observers were enthusiastic about the videodisc. In fact this aspect of the course was rated consistently lower then all the other aspects of the course.

APPENDIX A

SKI•HI DISTANCE EDUCATION **UNIT 7**
CLASS SESSION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. I rate my degree of interest in this class session as:

Low 1 2 3 4 5 High

2. I rate the value received from this class session as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate the media support as:

Low 1 2 3 4 5 High

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION **UNIT 10**
OVERALL EVALUATION FORM

DATE: ____________________

SITE: ____________________

(circle number)

1. I rate my degree of interest in this class session as:

Low 1 2 3 4 5 High

2. I rate the value received from this class session as:

Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

Low 1 2 3 4 5 High

4. I rate the media support as:

Low 1 2 3 4 5 High

5. Specific points which were valuable or significant to me were:

6. The class session would have been more valuable to me if:

SKI-HI DISTANCE EDUCATION
SITE FACILITATOR EVALUATION FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. Participants' degree of interest in this course:

   Low 1 2 3 4 5 High

2. I rate the media support as:

   Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

   Low 1 2 3 4 5 High

4. I rate participants' ability to hear and understand audio as:

   Low 1 2 3 4 5 High

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION OUTSIDE EVALUATOR FORM

DATE: ______________________________

SITE: ______________________________

(circle number)

1. Participants' degree of interest in this course:

   Low 1 2 3 4 5 High

2. I rate the media support as:

   Low 1 2 3 4 5 High

3. I rate the effectiveness of the print materials as:

   Low 1 2 3 4 5 High

4. I rate participants' ability to hear and understand audio as:

   Low 1 2 3 4 5 High

5. Specific points which seemed valuable or significant to the participants were:

6. Specific suggestions for class session improvement are:

SKI-HI DISTANCE EDUCATION **UNIT 10**
VIDEODISC EVALUATION FORM

DATE:

SITE:

(circle number)

1. I rate the use of the videodisc in keeping pace with the instructor as:

   Low 1 2 3 4 5 High

2. I rate the information on the videodisc in support of the instructor as:

   Low 1 2 3 4 5 High

3. I rate the effectiveness of the videodisc as:

   Low 1 2 3 4 5 High

4. I rate the ease of use of the videodisc as:

   Low 1 2 3 4 5 High

5. Did the videodisc improve the quality of instruction?

6. Did the videodisc effectively support the instructor during the audio conference?

7. Specific suggestions for improvement are: